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Abstract

The Many Faces of Kevin Michael Pullen is a case study intended to provide a basis for comprehensive discussions in counselor education courses at the graduate level and in inservice workshops for practicing secondary school counselors. Kevin is a young man, able to get through high school without developing his talents and skills. At the end of his high school career, he had to make a decision about college. He made the decision on incomplete evidence and information about himself. Kevin and his counselor are the main sources of information along with records from high school and college. The case study has three major aspects: (1) it describes Kevin's feelings associated with his successes and failures, (2) it can be used at several levels of sophistication by counselors, and (3) it is a realistic and recognizable situation. Pertinent questions are included at the end of each section. Commentaries on the case from the viewpoint of a counselor educator and the guidance director of a public school are presented. Exhibits of Kevin's records and test results, study questions, a bibliography, and a brief discussion of possible uses of the case study are given. (Author/KJ)

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A guidance case study
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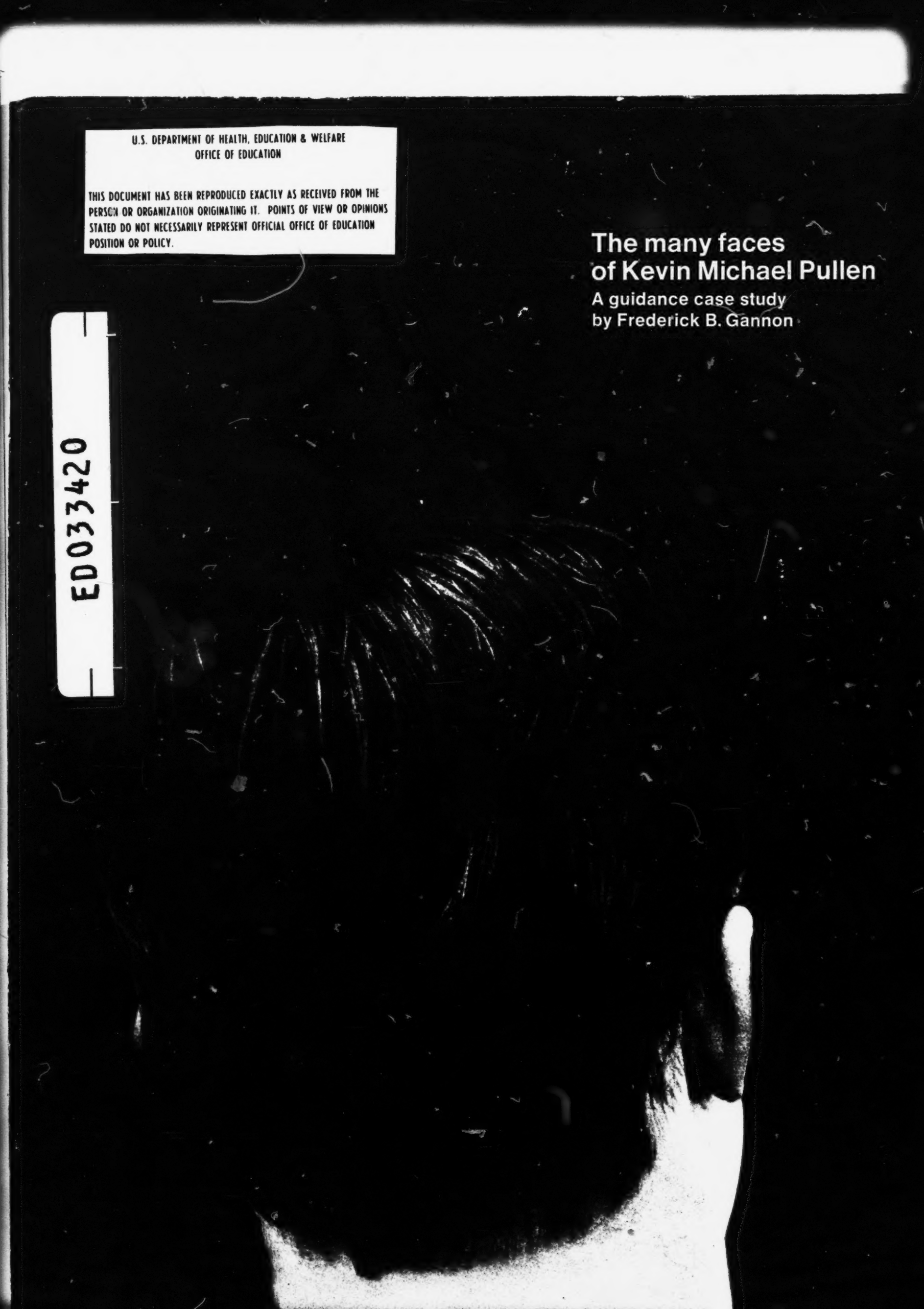

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Acknowledgments

Recognition and gratitude must be expressed to "Florence Kitchin" and "Kevin Pullen" for their cooperation in helping gather the material presented in this book. Florence Kitchin revealed herself to be an extremely sensitive and perceptive person who is able to grow as a counselor because of her experiences. Kevin's willingness to recall and expose experiences still painful to him is appreciated.

Thanks must also go to John Free, Director, University Counseling Service, University of Pennsylvania; Alfred Stiller, guidance director of the Rochester (New York) City School District; Richard Majetic, Assistant Program Director, College Board Guidance Services, Educational Testing Service; and Richard Rank, Associate Professor, College of Education, Georgia State College.

The study questions included in this booklet are the cooperative effort of John Free, Alfred Stiller, Richard Majetic, and myself. The commentaries are the work of Alfred Stiller and Richard Rank. The review of the literature is the work of John Free.

Without Mr. Majetic's skill as an interviewer and without the criticisms of the others, this book would certainly be less than it is.

The critical and editorial skills of Gray Sidwell, Publications Coordinator, Cooperative Test Division, are reflected from every page. In spite of heavy commitments to his regular ETS duties, he found the time to assist in the initial preparation of this work.

Frederick B. Gannon
Program Director, General Programs Division
Educational Testing Service

December 1967

Introduction

In the spring of 1964, Richard O. Fortna and Fred B. Gannon of the Educational Testing Service (ETS) staff carried on a series of interviews with more than 40 counselors in 16 secondary schools in six states.[1] During these interviews a number of potential case studies illustrating various facets of many guidance programs were discovered. Some of these cases seemed to offer unique opportunities for counselor development.

The Many Faces of Kevin Michael Pullen is a case study intended to provide a basis for comprehensive discussions in counselor education courses at the graduate level and in inservice workshops for practicing secondary school counselors. All people, all schools, and all incidents presented in this case study are real, but names have been changed to protect the privacy of the people involved. This case was selected because Kevin's counselor, Miss Florence Kitchin, was willing and able to discuss in detail one of her less successful experiences as a counselor; and because Kevin himself was available and willing to retrace a good portion of his life. This combination of factors allows counselors to observe not only the decisions that were made but also their consequences.

Readers will see a young man who was able to get by in high school without developing his talents and skills. At the end of his high school career he was asked to make a decision about college. He made this decision on, at best, incomplete evidence and information about himself.

The major resources used in assembling these materials were Kevin's available school records and formal and informal interviews at ETS with Kevin and his high school counselor, Florence Kitchin, in June 1966. At that time Kevin was 25 years old. The original plan was to interview Miss Kitchin and Kevin in their homes, but there seemed to be distinct advantages in bringing them to ETS for the interviews. The ETS environment removed Miss Kitchin and Kevin from their everyday surroundings and reduced the amount of time needed to establish rapport and also minimized Kevin's and Miss Kitchin's need to present defensive facades. The neutral environment enabled Kevin and Miss Kitchin to talk freely about themselves—and the interviews could be completed in a shorter period of time than they might have under other circumstances.

When Kevin was approached and asked if he would assist in such a study, he was eager to cooperate if, in his words, ". . . there is any chance it will help some other guy avoid just *some* of the damn mistakes I made."

The case seems to have at least three aspects that recommend it for classroom use: (1) While the approach used is not unusual, *The Many Faces of Kevin Michael Pullen* presents a fairly accurate description of all that happened, together with an opportunity for insight into the emotional overtones—at least in so far as Kevin can, today, describe the feelings associated with his successes and failures. Kevin is seen today, at age 25, and states his feelings as he is about to enter his senior year in college. (2) The case is organized in such a way that it can be used at several levels of sophistication by beginning counselors, counselors on the job, and so forth. (3) Most counselors-in-preparation have a public school background, and the setting of this case is the public school. Most trainees should be able to view the situation as a realistic one and a recognizable one, and to relate to it.

The Many Faces of Kevin Michael Pullen was commissioned by the College Entrance Examination Board, one of whose concerns is to make up-to-date realistic training materials available for counselor educators and guidance supervisors.

Pertinent questions about this case study will be found in appropriate places in the book, as well as exhibits showing Kevin's school records and test results.

Commentaries on the case from the viewpoints of a counselor educator and the guidance director of a public school system may be found on pages 33 through 36. Suggested study questions, a review of related publications and bibliography, and a brief discussion of possible uses of the case study are also included.

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1. Frederick B. Gannon, "Counselors in Action." *School Counselor*, Vol. 13, No. 1, October 1965. pp. 39–41.

A description of Southville

Southville is located 14 miles due west of the large metropolis of Rome in the state of Indigan. Indigan is one of the industrial North Central states whose economy is based on the manufacture of a single product. Seasonable unemployment has traditionally been a characteristic of the area. Approximately 35 percent of the adult population of Southville have completed high school, and about 8 percent have attended college.

Before World War II, Southville was a lower-middle-class residential community with a population of approximately 4,000, surrounded by small truck farms. During the war there was a large influx of unskilled and semiskilled labor for the manufacturing plants that were expanding west from the adjacent metropolis. Laborers were drawn to the community by a large federal housing development of inexpensive multifamily and single-family dwelling units that were originally built as temporary housing. After World War II these units were sold to individuals, most of them speculators, and became instant slums.

During the 1950s the surrounding truck farms in the area were subdivided for middle-income housing and Southville became a bedroom community for lower-income and lower-middle-income blue- and white-collar workers. By the late 1950s Southville had become an extension of the metropolis of Rome.

There is little social mixing between the pre-World War II, the World War II, and the post-World War II families. The older families occupy the highest level of the social strata and the post-World War II families the next highest. Families living in the World War II housing are at the lowest social level.

In the 1940 census, Southville's total population was 4,223. In the 1960 census, the total population of Southville had increased to 27,747.

Southville Township High School

Southville Township High School is a three-year high school (grades 10-12) with an enrollment of 2,500 students. Approximately one-third of each graduating class continue their education, and about a quarter of each class enter a degree-granting institution. At the time Kevin was enrolled in Southville Township High School, the school's curricular offerings could be divided into general studies (including vocational courses) and college preparatory studies; about half of the students enrolled in each curriculum. No completely vocational program was offered. Of the teaching staff, 55 percent held bachelor's degrees, and 40 percent held master's degrees; 5 percent held master's degrees and had done additional graduate work but had less than specialist certificates or doctoral degrees.

Southville Township High School had a counseling staff of five persons; four of them were full-time counselors—two at the sophomore level, two at the junior level. Miss Kitchin was the senior counselor but also taught two mathematics courses. All the counselors were certified by the state of Indigan.

Florence Kitchin, the senior counselor, notes that a greater number of students than anyone wants to admit have no plans for the future right up to graduation time. "Something will come along," is the prevalent attitude. Even the students who are planning to attend college make their choice on the basis of their limited work and play experiences. Their knowledge of English or mathematics or any discipline is likely to be based on experiences with classes rather than with subjects. Their likes and dislikes do not reflect any feeling for their studies but are a global reaction to teachers and classmates only slightly moderated by the subject matter. The students select colleges on their general "reputation," but rarely are they ready to make a real commitment to vocational decisions while attending high school.

■ *If you were working in Southville, what other kinds of information would you have about the community?*

From the information presented about Southville Township High School, what inferences do you make about its operational philosophy for education in general and for guidance specifically?

A description of Kevin Michael Pullen

Kevin M. Pullen, six-foot-two and weighing 185 pounds, is the youngest of four boys born into a middle-class family. At graduation from Southville Township High School Kevin ranked ninety-ninth in a class of 394. Frank Pullen, his father, was a plant foreman. Kevin's mother was a housewife who was very active in church affairs. Two of Kevin's three older brothers went on to college with financial assistance; one brother did not continue his formal education.

In 1946, Kevin had been enrolled in one of Southville's kindergartens and progressed through his public school career admired and liked by classmates and teachers. Kevin's close friends, like himself, were primarily from the pre-World War II families who maintained modest, well-kept bungalows in the old, established section of Southville. Their religious affiliation was conservative Protestant and they extolled the "American virtues" of hard work and righteous living.

Throughout his elementary and junior high school years Kevin developed his athletic skills. His extracurricular activities were limited to organized athletics, piano lessons, church-related youth groups, and informal neighborhood activities. In high school he maintained his church activities but stopped taking piano lessons. His participation in football, basketball, and track continued, and he became a star in all three sports. During high school he became very active in the Junior Classical League (Latin Club) and Math Club. He was president of the latter during his senior year. Beginning in the spring of his sophomore year Kevin was a member of the Varsity Club. Here his role was limited to attending meetings and participating in school assembly programs sponsored by the group.

Before Kevin Pullen entered Southville Township High School his oldest brother, Patrick, was teaching music in the Southville schools; Frank, the athlete, had married shortly after graduation from high school and was working in the service department of a local automobile dealer; Sean, the third brother, had completed his fourth year in engineering school.

Kevin, like his brothers before him, was an outstanding school citizen. Courteous and handsome, he conveyed a quiet self-confidence. During his first two years in senior high school Kevin demonstrated an outstanding proficiency in athletics. He proved to be the most skilled football and basketball player ever to attend Southville Township High School, as well as a far better than average varsity track man. The coaches were delighted and together with the school district's director of athletics began to take an active interest in Kevin's plans for the future.

Throughout his high school years Kevin spent his evenings at home, at church activities, or at school functions. He and the sons of the other "old families" were not like many of the other boys in town: loitering at Eddy's Pool Hall and Pizza Parlor, meandering through the downtown shopping center, or aimlessly and recklessly driving their cars from the Sit-and-Sip Drive-in to the Township Rec Hall and back to the Sit-and-Sip night after night.

In his sophomore and junior years Kevin established himself as a respectable student. Kevin did not seek out the easy courses. If he worked hard his course grades were generally B. If he took things easy—the course grade was usually a B.

There were attributes of Kevin's character that seemed to denote a higher level of maturity than is usually true of high school pupils. One of these, noted time and again by his teachers, was Kevin's attitude toward grades. When he received an occasional C or a very rare grade of D, he did not question it. To the teachers, low grades appeared to serve as a stimulus for greater effort on Kevin's part.

■ *What picture do you draw of Kevin? What aspects of that picture are based on the facts presented, and what parts represent your own feelings and interpretations?*

Kevin at Southville Township High School

Kevin Michael Pullen arrived at Southville Township High School in 1956. Miss Kitchin, who had known and taught his brothers, noted that Kevin reflected the same concern for scholarship and citizenship as had his brothers—Sean, Frank, and Patrick. The same wholesome family situation seemed to receive mute testimony in Kevin's actions, but Miss Kitchin was mildly surprised that she had not seen Kevin's parents since he had been at Southville Township High School. They had actively supported the school's efforts with their three other sons. They were no longer young parents, and she thought this was probably the reason she had not seen them, even at the annual parent-teacher conferences. Kevin was doing well enough, as they must be aware.

Kevin never expressed any expectation other than continuing his education after graduation from high school. His family, his friends, and his teachers had always tacitly assumed that the Pullen boys would not only go on to college, but would succeed. Frank was the only brother who did not meet these expectations. Patrick had received enough financial aid so that a summer job was all that had been necessary to enable him to attend college. Sean, the outstanding scholar, was earning his engineering degree. Kevin felt that without financial aid college attendance would be a burden on his parents. However, he was sure something would turn up to help him get to college.

During the summer of 1958, following his junior year of high school, Kevin became a counselor for eight junior high school boys at a church camp. In September he reported to Miss Kitchin that he sometimes found the exuberance of the children exasperating, but, in general, working with the youngsters was an extremely satisfying and exhilarating experience.

Miss Kitchin had come to respect and to like Kevin Pullen in the two years she had known him as a student in her mathematics classes and as an active member in the Math Club for which she was faculty sponsor. Her informal counseling sessions with Kevin—before and after class, in the halls, at school social gatherings—had been and would be frequent. Florence Kitchin perceived that Kevin seemed to feel an obligation to meet the expectations of others, and she thought she detected in him a slight fear of letting people down.

Miss Kitchin formally became Kevin's counselor when he entered his senior year of high school. On October 6, 1958, he requested an appointment with her to discuss making application for college. Florence Kitchin studied the summary of standardized test results in Kevin's cumulative folder. (See Exhibit 1, pages 6 and 7.) She had studied this summary before and was always mildly surprised that the scores on the tests were not higher. As she reflected on the many factors that constitute a high school grade, however, she realized that it was not really unusual that a boy with Kevin's personal qualities and attendance record had maintained a respectable B average. (See Exhibit 2, page 8.)

■ *What observations can you make about the pattern of Kevin's test scores as shown in Exhibit 1? Do they seem to correlate well with his grades? What particular strengths and weaknesses seem to be present that may have implications for Kevin's future educational and vocational plans?*

Their first formal discussion concerning college applications followed a familiar pattern for Florence Kitchin. After the session concluded, Miss Kitchin typed up her notes on one of the four-by-six cards she maintained for each of the students she counseled: "October 6. Definitely interested in attending college. At this point has made no decision as to which college and has no idea about a future occupation. Unless he receives scholarship assistance, he would prefer a college in area where he could live at home." She pulled three College Appraisal Forms from her desk and routed them to the teachers Kevin had named.

During the next three months Kevin was a frequent visitor to Miss Kitchin's office while he was in the process of submitting applications to eight different four-year institutions. In Southville it was common for a student to make multiple applications to schools that differed in name only. Kevin was avoiding that pitfall. There was, however, one aspect of Kevin's applications that Miss Kitchin found disturbing. In each case, application was made after the college had indicated an interest in Kevin, the football star.

Kevin had received a bid from a prestige Eastern university and an invitation to visit its campus at the athletic department's expense. Upon his return from this visit Kevin withdrew his application with the explanation that he liked the physical aspects of the school but felt that he would be out of place with most of the other students. The school had promised him full financial assistance, but: "Most of the guys I met were from pretty rich families. I just don't think I can keep up with them. You know—clothes, trips to Florida, and so on."

Miss Kitchin was impressed with the degree to which Kevin was able to maintain his equilibrium and sense of proportion when he was invited to campuses and treated like visiting royalty by the athletic departments. Four of the remaining colleges (University of Indigan, Stands University, Grayson University, and Bick College) seemed to be receiving serious consideration in Kevin's deliberations. (See Exhibit 3, pages 9 and 10.)

■ *What other types of information about the colleges would you find helpful if you were working with Kevin? Is the information you want generally available?*

Florence Kitchin was studying the latest entry on Kevin's card. "February 18. Never had any idea what he would want to do. Favorite subject is mathematics. Hardest subject is English. Aptitude tests seem to indicate possibilities in pure

science and mathematics, teaching, conservation, or social work. He responded with most interest to teaching. He says he would like to be a coach, but would rather teach academic subjects."

Kevin's first choice of college found him with a tie between the University of Indigan and Grayson University. He was maintaining an interest in Stands University and Bick College, but these had been relegated to a third-place position in his thinking.

The coaching staff and the director of athletics at Southville were actively encouraging Kevin in the direction of the prestigious University of Indigan. Their encouragement was both verbal and concrete. Kevin was squired to athletic events at the University of Indigan almost weekly. He was introduced to the University of Indigan coaching staff and many of the players. He was encouraged by the football coaches at the university to observe the spring practice sessions whenever possible. By the end of February, Kevin had received acceptance notices from both Grayson University and the University of Indigan. (See Exhibits 4 and 5, pages 11 and 12.) During March and April there were many formal and informal counseling sessions with Miss Kitchin while Kevin tried to decide which of the two schools he would attend in the fall.

Florence Kitchin received Kevin's scores on the College Board Scholastic Aptitude Test—430 on the verbal sections, 500 on the mathematical sections. She also received the results of the Iowa High School Content Test administered by the school district. (See Exhibit 1, pages 6 and 7.) While Kevin was attempting to reach a decision, Miss Kitchin presented him with the gist of the teachers' College Appraisal Forms (see Exhibits 6, 7, and 8, pages 13, 14, and 15) and provided him with a summary of his test scores.

■ *What do the teacher's comments add to your understanding of Kevin?*

Now that Kevin had reduced his choices to Grayson University and the University of Indigan, Florence Kitchin pointed out that Southville Township High School students had not traditionally enjoyed outstanding success at the University of Indigan. Experience had indicated to her that graduates of Southville Township High School with a grade-point average of B plus, or better, and who ranked in the top 10 percent of their graduating class had moderate success at the University of Indigan. A grade-point average of less than a B plus did not mean that failure was certain, but the odds did seem against success. Kevin accepted the validity of her analysis but maintained that the university coaches had assured him that tutors would be available in the event that he found himself in academic difficulty.

Kevin studied his scores on the Scholastic Aptitude Test in relation to those for entering freshmen at the University of Indigan. He vaguely remembered not feeling well on the Saturday he had taken the test.

Miss Kitchin remembered that during their March and April discussions Kevin indicated that: (1) Athletics were really his secondary interest. His major interest was in academic subjects, particularly mathematics. (2) He would like a school where he could combine scholarship and sports activities. (3) He wondered whether the prestige of the University of Indigan was preventing him from realistically viewing it as an alternative. (4) He questioned whether the coaches at the high school were eyeing the University of Indigan's athletic reputation rather than what would be best for him as a student.

Miss Kitchin viewed Kevin as a student who needed a full social life, constant successes, and the active support of those around him. She mentioned these possibilities to him. She further mentioned the size and impersonal attitude of the University of Indigan as factors he might wish to consider. Might not the first year's adjustment be easier at a less demanding school? Miss Kitchin also mentioned these thoughts to the coaches. Each coach felt that if Kevin were admitted he could succeed if he really wanted to.

In mid-April, Kevin announced that he had decided on Grayson University. April 30 he received notice that financial aid would not be available from Grayson University. The next day he received from the University of Indigan a football tender in which he was offered full college expenses. On the third day Kevin announced he had withdrawn his application to Grayson University and would enroll at the University of Indigan.

■ *On the basis of the evidence presented so far, what counseling help has Miss Kitchin given Kevin that would have prepared him to make a better decision? What opportunities have been provided for Kevin to explore his feelings?*

Miss Kitchin received Kevin's announcement with ambivalence. She was pleased that Kevin seemed happy. Like the other faculty members she wished the best for him, but she did question to herself whether his choice was the best.

Miss Kitchin was more than a little surprised when, during final examination week, in June, Kevin announced that he would not be in Southville for the commencement exercises. He was going to spend the summer working at the church camp and was planning a few days at the family cottage in Canada before reporting to work. Miss Kitchin felt that it was incongruous for a boy who had enjoyed Kevin's position of prestige throughout his public school career to choose to be absent from the graduation exercises at the high school. She expressed her regrets to Kevin and assured him that he would be missed.

■ *How would you interpret Kevin's decision not to attend his own high school graduation exercises? As his counselor, how might you have discussed this decision with him?*

Do you think Kevin will be successful at the University of Indigan? On what are you basing your judgment?

Exhibit 1. Summary of test scores for Kevin Michael Pullen

Grade	*Date administered*	*Test*	*Scaled score*	*National percentile*	*Other scores* *Mental age*	*IQ*	*Chronological age*
1	May 1947	Detrich First Grade Inventory			6.4		6.4
9	September 1955	Cooperative English Test—Reading					
		(a) Vocabulary		33			
		(b) Comprehension		99			
		(c) Speed		67			
		(d) Combined Score		75			
9	February 1956	Science Research Associates Primary Mental Abilities Test					
		(a) Verbal Meaning		50			
		(b) Spatial Relationships		55			
		(c) Reasoning		60			
		(d) Numbers		87			
		(e) Word Fluency		48			
		(f) IQ				111	
11	October 1957	College Entrance Examination Board Scholarship Qualifying Test[1]					
		(a) Verbal		47			
		(b) Quantitative		84			
11	Spring 1958	National Merit Scholarship Qualifying Test					
		(a) English Usage	12	20			
		(b) Mathematics Usage	21	85			
		(c) Social Studies Reading	15	45			
		(d) Natural Science Reading	19	73			
		(e) Word Usage	19	67			
		(f) Humanities Comprehension	16	50			
		(g) Science Comprehension	18	68			
		(h) Total Comprehension	17	60			
12	Fall 1958	California Test of Mental Maturity					
		(a) Total IQ				108	
		(b) Language IQ				113	
		(c) Non Language IQ				102	
12	Fall 1958	Differential Aptitude Test					
		(a) Verbal Reasoning		55			
		(b) Numerical Ability		90			
		(c) Abstract Reasoning		95			
		(d) Space Relations		50			
		(e) Mechanical Reasoning		85			
		(f) Clerical		55			
		(g) Language Usage					
		(1) Spelling		50			
		(2) Sentences		30			

1. The Scholarship Qualifying Test was replaced by the Preliminary Scholastic Aptitude Test (PSAT) in 1959.

Exhibit 1 (continued)

Grade	*Date administered*	*Test*	*Scaled score*	*National percentile*	*Other scores* — *Mental age*	IQ	*Chronological age*
12	Fall 1958	Kuder Preference Record —Vocational					
		(a) Outdoor		84			
		(b) Mechanical		69			
		(c) Computational		19			
		(d) Scientific		85			
		(e) Persuasive		56			
		(f) Artistic		04			
		(g) Literary		44			
		(h) Musical		96			
		(i) Social Service		92			
		(j) Clerical		01			
12	January 1959	College Entrance Examination Board Scholastic Aptitude Test					
		(a) Verbal	430				
		(b) Mathematical	500				
12	Spring 1959	Iowa High School Content Test					
		(a) English and Literature		37			
		(b) Mathematics		86			
		(c) Science		55			
		(d) History and Social Studies		55			
		(e) Combined Score		63			

Exhibit 2. Kevin's school record

ELEMENTARY SCHOOL RECORD

	YEAR	6/47	6-48	6-49		6-51	6-52	6-53	1954	
	SUBJECTS	KDG.	1ST GRADE	2 GRADE	3 GRADE	4 GRADE	5 GRADE	6 GRADE	7 GRADE	8 GRADE
AR	ARITHMETIC					A				
ENGLISH	READING					C				
ENGLISH	LANGUAGE GRAMMAR					A				
ENGLISH	HANDWRITING					A				
ENGLISH	SPELLING					A				
SOCIAL SCIENCE	HISTORY									
SOCIAL SCIENCE	GEOGRAPHY					B				
SCIENCE	GENERAL SCIENCE					A				
SCIENCE	AGRICULTURE									
SCIENCE	PHYSIOLOGY HYGIENE									
ARTS AND CRAFTS	HOUSEHOLD ARTS									
ARTS AND CRAFTS	INDUSTRIAL ARTS									
ARTS AND CRAFTS	ART									
ARTS AND CRAFTS	MUSIC									
	DAYS PRESENT		163	192	187	189	177½	183½	182	184
	DAYS ABSENT		28	2	1	0	4½	3½	3	
	TIMES TARDY							0	0	

Promoted — A. M. Promoted Room B J. Williams — Promoted Peterson — Promoted Peterson — Promoted 4th grade Mr. Warren — Promoted to 5th Gr. Mr. Johnson — Promoted to 6th Gr. Mr. Johnson — Promoted to 7th grade Miss Mitchell — Promoted to 8th grade

REMARKS

SECONDARY SCHOOL RECORD

YEAR 55 - 56 — 9TH GRADE

WEEKS IN SCHOOL YEAR / SUBJECTS	MARK 1ST	MARK 2ND	UNITS
Latin I		B	1
Algebra		B+	1
Science		B	1
Phys. Ed.		A	½
Eng. & Soc. St. I		B-	2
UNITS FOR THE YEAR			6
HALF DAYS ABSENT			6

YEAR 56 - 57 — 10TH GRADE

WEEKS IN SCHOOL YEAR / SUBJECTS	MARK 1ST	MARK 2ND	UNITS
Biology		B	1
Latin II		B-	1
Pl. Geom.		A	1
Soc. Stu. II		B-	1
English II		B+	1
4½ days abs.			
UNITS FOR THE YEAR			5
HALF DAYS ABSENT			11

YEAR 57 - 58 — 11TH GRADE

WKS. IN SCH. YR. / SUBJECTS	HRS. PER WEEK	MARK 1ST	MARK 2ND	UNITS	POINTS
Int. Alg.			B-	½	
Trig.			B-	½	
Comb. Lit.			B	1	
Am. Hist.			C+	1	
Chemistry			B-	1	
Typing I			B	1	
3-½ days abs.					
UNITS AND POINTS FOR YEAR				5	
UNITS AND POINTS TO DATE				16	

YEAR 1958 - 59 — 12TH GRADE

WKS. IN SCH. YR. / SUBJECTS	HRS. PER WEEK	MARK 1ST	MARK 2ND	UNITS	POINTS
Adv. Geom.		B		½	
Adv. Alg.		B		½	
Am. Govt.		B		1	
Eng. Comp.		B		1	
B Typing		B		1	
2-½ days abs.					
UNITS AND POINTS FOR YEAR				4	
UNITS AND POINTS TO DATE				20	

Exhibit 3. Profiles of Bick College, Grayson University, Stands University, and The University of Indigan

Bick College is a small four-year coeducational liberal arts college. Although established by a Protestant church, Bick College is committed to a nonsectarian educational philosophy. The enrollment is approximately 1,000 students. Counseling and remedial services are almost nonexistent, but there are small classes and a commitment on the part of the members of the faculty to work with students individually. Academic standards and expectations are high; nevertheless, the failure rate is low.

Among the freshmen who entered Bick College in September 1958, 65 percent were in the top quarter of their graduating class. College Board Scholastic Aptitude Test scores for freshmen entering in the fall of 1958 were distributed as follows.

Scholastic Aptitude Test scores of enrolled freshmen, fall 1958 (in percent)

Score intervals	SAT—V	SAT—M
700–800	3%	8%
600–699	20	31
500–599	44	37
400–499	29	22
Below 400	4	2

Grayson University was founded in 1911. Its present campus is only 11 years old and offers modern and well-equipped facilities. The university is coeducational and has an enrollment of approximately 8,500. Of the 1958 entering freshman class of approximately 1,250, 80 percent came from the state of Indigan. Approximately 20 percent came from out of the state and from foreign countries. The university's primary function is to provide undergraduate and graduate instruction in the liberal arts and sciences, in applied fields, and in the professions, including the teaching profession. Grayson offers 56 baccalaureate and 23 master's degree programs, as well as preprofessional and technical curriculums, and provides educational preparation for a wide variety of professions and for managerial and technical positions in agriculture, industry, business, and government. Nursing and industrial technology are among the programs available at Grayson University.

Applicants for admission: Applications for admission in the fall are accepted beginning March 1. Tentative acceptance may be given on the basis of the applicant's high school record for seven semesters. There is a nonrefundable fee of $5 which must be paid upon application for admission to the university.

Enrolled students: The university has dormitories on the campus for men and women students. In addition, ample approved private housing for students is available within walking distance of the campus. Inquiries concerning housing are directed to the housing coordinator.

Scholastic Aptitude Test scores of enrolled freshmen, fall 1958

Score intervals	*Men*		*Women*	
	SAT—V	SAT—M	SAT—V	SAT—M
750–800	0	3	1	0
700–749	3	14	3	3
650–699	16	34	10	8
600–649	33	65	41	18
550–599	74	110	81	61
500–549	96	111	99	78
450–499	123	92	151	148
400–449	100	92	126	126
350–399	95	45	81	125
300–349	35	21	39	59
250–299	15	3	11	16
200–249	0	0	1	2
Not available	0	0	0	0
Total	590	590	644	644

Financial aid: Ten percent of the class of 1958 entered with financial aid from scholarships or loans totaling $34,383. The specific amount of financial awards in most cases is determined by financial need. Twenty-four freshmen accepted loans as part of their financial aid program. A student is expected to furnish at least $400 toward his own support from summer earnings or employment during the academic year. Applicants interested in financial assistance should write to the coordinator of financial aids. Student employment is not included in financial aid awards, but assistance in securing employment is available through the student employment office.

Aid applicants accepted for admission	*Men*	*Women*
Aid applicants accepted for admission	139	196
Aid applicants offered aid	64	104
Aid applicants enrolled with aid	59	74
Aid applicants enrolled without aid	72	97
Aid applicants judged to have no need	14	25

Grayson University enjoys a reputation as a "good school." Minimal counseling, tutoring, and remedial services are available, but the school's operational philosophy commits the faculty to work with students individually. Classes are taught primarily by the full-time faculty, and graduate assistants play supporting roles. Classes with an enrollment of more than 30 students are rare. The faculty is primarily a teaching faculty; research is a decidedly secondary concern.

Stands University is a small coeducational university with a relatively open admissions policy. The undergraduate enrollment is 1,500. Approximately 75 percent of the students plan to obtain a teaching certificate. Stands University was originally founded as a normal school, and teacher preparation remains its primary function. There are extensive counseling, tutoring, and remedial services available, and students are

often referred to these services by the faculty. Most classes are kept to a limit of 30 students or fewer, and faculty members are expected to work intensively with individual students. The Stands University faculty is a teaching faculty; extensive research and publication activities are discouraged.

The University of Indigan is the prestige university of the state. It has an on-campus enrollment of more than 20,000 undergraduate students. It is academically demanding and has a reputation for impersonality. Counseling, tutoring, and remedial services are available, but the university's structure is such that a student in difficulty may or may not be aware of the existence of these services. If the student is aware that they exist, he is expected to make the needed arrangements himself. If a more formal referral procedure exists, most students are not aware of it. The majority of freshman and sophomore laboratory and recitation sections are taught by graduate assistants; large lecture sections of 100 or more students are common. Eight percent of the freshman class are not eligible to continue the sophomore year because of academic difficulties. The full-time faculty is expected to become involved in scholarly research, and faculty promotions and status are primarily based on research activities and professional publications. A large percentage of the faculty members are nationally recognized scholars in their specialties. The tables at the right present statistical data on the enrolled freshmen for the fall of 1958.

School class rank of enrolled freshmen, fall 1958 (in percent)

Class rank in tenths	*All schools*
1	58%
2	27
3	9
Below third tenth	6
Not available	1

Scholastic Aptitude Test scores of enrolled freshmen, fall 1958 (in percent)

Score intervals	*All schools*	
	SAT—V	SAT—M
750–800	3%	8%
700–749	4	13
650–699	13	17
600–649	18	19
550–599	21	18
500–549	19	12
450–499	13	9
400–449	6	4
Below 400	3	2
Not available	1	1

Exhibit 4. Letter of acceptance from the University of Indigan

THE UNIVERSITY OF INDIGAN

Office of Director of Admissions

February 24, 1959

...LSA ...Engin ...Nurs
...A&D ...Pharm ...Nat.Res.
...Mus ...Educ ...Dent(Hyg)

Sep..59. Feb..... Jun.....

Mr. Kevin Michael Pullen
35347 Barton
Southville, Indigan

Dear Mr. Pullen:

I am happy to report that your admission has been approved as indicated above. This makes you eligible to apply for a place in the Residence Halls, in which freshmen are required to live. Beginning in mid-December, the Dean of Men (or Dean of Women) sends information and application blanks to students admitted as freshmen for any of the sessions of the ensuing year. Thus you will not need to request the blanks.

If you are still in high school or other educational institution, or if we do not yet have your final record, this admission assumes that your final marks will be comparable to those upon which this admission is based. You can expect us to take the responsibility for obtaining your final report from your principal.

All applicants are required to take the Scholastic Aptitude Test of the College Entrance Examination Board in their senior year. They must request that the scores be sent directly to this office.

Veterans must submit separation records as soon as they are available.

A medical examination report must be submitted by each student before final approval of admission is given. If a blank for this purpose is not enclosed with this letter, it will be sent to you at an appropriate time.

Please notice particularly the School or College and the Session indicated above. If these are incorrect, or if you wish to have your admission changed, please advise us at once. If you decide to withdraw your application, it is important that you let us know immediately.

We congratulate you on your admission and look forward to your being one of our students.

Sincerely yours,

Abraham Russell

Abraham Russell
Director of Admissions

cc High School Principal
Dean of Men or Women

Exhibit 5. Admission form from Grayson University

GRAYSON UNIVERSITY

This is Your Statement of Admission

Please examine carefully the statements below. If you have a question, please notify this office immediately.

If your admission is granted before graduation or completion of a semester's work at another college, the statement of admission will be issued pending graduation or the completion of the semester with a satisfactory record. Tentative admission based on an incomplete record calls for a review of your admission status as soon as your record is complete. If the final record is considered unsatisfactory for admission, you will be notified immediately.

Please carry this with you and be prepared to present it if called upon at registration.

Samuel A. Eastman
Registrar and
Director of Admissions

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STATUS	CLASSIFICATION	
✓ Beginner	✓ Freshman	✓ Single
_ Transfer	_ Sophomore	_ Married
_ Re-Entry	_ Junior	✓ Male
_ Special	_ Senior	_ Female
_ Extension	_ Unclassified	_ Veteran

Kevin Michael Pullen
35347 Barton
Southville, Indigan

DATE OF EXPECTED ENROLLMENT

September...1959...
February.....
Summer.....
Resident X
Non-Resident _

DATE OF BIRTH

..1.....20.....41.....
Month Day Year

General
Curriculum
Liberal Arts
School

Conditions

Date...February 19, 1959.

Exhibit 6. College appraisal form from Kevin's Latin teacher

Student's Name Kevin Pullen Teacher's Name Margaret Smith (Latin)

The student, whose name appears above, is applying for entrance to a certain college or university. The high school is asked for detailed information. The following appraisal sheet is a compilation of the items most frequently asked for by the colleges. The information given here will be held in strict confidence. In rating these students, compare them with other COLLEGE PREPARATORY students (not with the entire Senior class).

I. Please indicate your judgment by placing check marks on the scale below.

PERSONAL QUALIFICATIONS	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	SUPERIOR	COMMENTS
1. Physical Health						
2. Emotional Stability					X	
3. Social Adjustment					X	
4. Industry			X			
5. Maturity Related to Age					X	
6. Citizenship					X	
7. Integrity					X	
8. Seriousness of Purpose						

II. List the applicant's strong and weak points and concerns you may have about him.

Kevin is one of the cleanest and most attractive boys I have ever had in class. He is high-minded and purposeful with a delightful sense of humor. His work was always above average, but not superior.

III. Describe any particular circumstances that may have been influential in determining the record made in high school.

IV. Is attending college a wise decision for this applicant?

Definitely. Kevin should have much to offer in some field in which "personality" really counts.

Exhibit 7. College appraisal form from Kevin's mathematics teacher

Student's Name Kevin Pullen Teacher's Name Mildred Freer (Math)

The student, whose name appears above, is applying for entrance to a certain college or university. The high school is asked for detailed information. The following appraisal sheet is a compilation of the items most frequently asked for by the colleges. The information given here will be held in strict confidence. In rating these students, compare them with other COLLEGE PREPARATORY students (not with the entire Senior class).

I. Please indicate your judgment by placing check marks on the scale below.

PERSONAL QUALIFICATIONS	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	SUPERIOR	COMMENTS
1. Physical Health					✓	From an attendance point of view very well liked
2. Emotional Stability				✓		
3. Social Adjustment					✓	Partakes in all school & church activities
4. Industry				✓		Can accept and carry out responsibilities
5. Maturity Related to Age					✓	
6. Citizenship					✓	Would not do anything to injure self or others
7. Integrity						
8. Seriousness of Purpose				✓		

II. List the applicant's strong and weak points and concerns you may have about him.

Kevin has a very outgoing personality. He will assume responsibility and carry through. He is a little weak academically, but in small groups his personality carries him.

III. Describe any particular circumstances that may have been influential in determining the record made in high school.

Kevin has followed in the same pattern as his brothers. His mother feels she made a mistake in not permitting his oldest brother to participate in sports. He has been encouraged in this pursuit.

IV. Is attending college a wise decision for this applicant?

Yes, providing it is a small college. I also believe he would be very unhappy where he could not participate in the college activities.

Exhibit 8. College appraisal form from Kevin's English teacher

Student's Name Kevin Pullen Teacher's Name Robert K. Archer (English)

The student, whose name appears above, is applying for entrance to a certain college or university. The high school is asked for detailed information. The following appraisal sheet is a compilation of the items most frequently asked for by the colleges. The information given here will be held in strict confidence. In rating these students, compare them with other COLLEGE PREPARATORY students (not with the entire Senior class).

I. Please indicate your judgment by placing check marks on the scale below.

PERSONAL QUALIFICATIONS	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	SUPERIOR	COMMENTS
1. Physical Health					X	
2. Emotional Stability					X	
3. Social Adjustment					X	
4. Industry				X		
5. Maturity Related to Age					X	
6. Citizenship					X	
7. Integrity					X	
8. Seriousness of Purpose				X		

II. List the applicant's strong and weak points and concerns you may have about him.

Kevin is an extremely popular young man. English is not his strongest subject, but his industry does make him an above average student. He certainly knows how to please.

III. Describe any particular circumstances that may have been influential in determining the record made in high school.

Kevin comes from one of the finest families in Southville; his parents expectations for him are high.

IV. Is attending college a wise decision for this applicant?

Yes! He should probably select a school where he can participate in sports and social activities. I do not believe he is a strong enough student for an academically demanding school.

Exhibit 9. University of Indigan Counselor–Freshman Conference

UNIVERSITY OF INDIGAN

Counselor - Freshman Conference

Name..Fuller, Kevin M. .....High School..Southville Township H.S.....
LAST FIRST M.I.

10 35 23

Student's School or College

Architecture	Music
Dental Hygiene	Natural Resources
Education	Nursing
✓ Lit., Sci. & Arts	Pharmacy

To the Interviewer: The progress grades and information provided here are only generalizations on the student's work at the end of the fifth week of classes. The greater part of the semester is yet to be completed. This information is given to you in the expectation that it will be helpful in your interview with the student.

You may take this sheet home with you.

Abraham Russell
Director of Admissions

COURSE AND NUMBER	English	Zoology	Psych	Math
Five-week Progress Grade	C	C	D	E
PROGRESS AND DIFFICULTIES (Checked only where progress grade is below C)				
Improving.....				X
No improvement.....				
Growing worse.....				
Excessive absence.....				
Not interested.....				
Poor class participation.....				
Poor written work.....				
Poor background.....				
Delinquent in work assigned.....				
Insufficient daily preparation..				

MEMORANDA:

Kevin after high school

The annual freshman-counselor conferences, where the high school counselor visited the freshmen from his school and received follow-up information on their achievement and their adjustment to college life, were an experience Florence Kitchin always found interesting. They were a sometimes satisfying, often frustrating experience.

Southville Township High School had sent nine graduates of its class of 1959 to the University of Indigan. From the five-week grade reports the University of Indigan had sent her, it seemed that four were well on their way to failing as they had straight E records. Three were maintaining a passing, if unspectacular grade-point average, and one was doing very well. She was not sure how to classify the ninth one, Kevin M. Pullen. (See Exhibit 9, page 16.) Kevin's appointment with Miss Kitchin was for 4:30 p.m. Kevin entered the small conference room and offered Miss Kitchin a sheepish smile. His normally straight back and broad shoulders were uncharacteristically stooped. Miss Kitchin noted that something of the boy's usual vibrant and alive quality was missing. He seemed tired, and yet it was more than physical tiredness.

Without bitterness Kevin related his experiences as a freshman "football hero" and scholar at the University of Indigan. He spoke in slow and measured tones. Miss Kitchin thought he seemed much older than when she had last seen him four months earlier.

Kevin had not chosen the physical education major sometimes selected by the athletes at the university. He still did not have a vocational goal as such, but he was positive that sports were not going to be his life's work. Kevin admitted that for the first time in his life he was facing the bewilderment of failure. For the first time his pleasing manner and "personality" seemed to be failing him. These attributes appeared to play no positive part in helping him find success in the impersonal atmosphere he thought existed at the University of Indigan.

Somewhat morosely he recounted to Miss Kitchin the heavy demands of the football practice sessions and the long weekends as the freshman squad played games away from home. He returned to his dormitory room each evening so tired and battered that it was an effort to maintain any realistic study schedule. If only there could be some slight relief from the endless round of football practice and more football practice. He had not had a single date or engaged in a single social activity since coming to the University of Indigan.

There was a slight note of optimism, however, as Kevin looked forward to the end of the football season. He felt positive that the demands of the coaches would be greatly reduced once the season ended. Perhaps he would then be able not only to improve his grades, but to have an occasional date.

He was confused. He was not proud of his grades. In Kevin's opinion, the graduate assistant who taught mathematics was both an unbelievably poor teacher and a second-rate mathematician.

"No one seems to have time for students," Kevin said. "No one has time to answer questions for you."

He did not understand how his best high school subject, mathematics, could become his worst college subject and his weakest high school subject, English, his strongest college subject.

"Of course," he admitted, "it is easier to pick up what I've missed in English than it is in math after one of those darn long weekends for away games."

By the end of the first semester Kevin had managed to improve his grade-point average slightly, but in January he was placed on academic probation. His grades at the end of the first semester were as follows.

University of Indigan, first semester 1959–60

Course		*Semester hours*	*Grade*
English 10	Composition	3	C
Latin 15	Review Latin	4	D
Math 23	College algebra and analytic geometry	4	D
Psychology 35	Elementary general	4	D
Phys ed			A

The expected respite from football practice did not come. Fall practice was followed by winter conditioning workouts, which in turn were followed by spring practice sessions.

At one of his interviews at ETS in June 1966 Kevin reported that during his spring semester at the University of Indigan in 1960 he realized that if he were to survive at the university he would have to avail himself of every possible assistance. Perhaps this was the time to investigate the tutors that had been promised him a year ago. The fellows on his dormitory corridor were friendly. The housemother and graduate adviser always smiled when he met them in the hall. Nevertheless, Kevin spent almost seven months at the university without establishing a single real friendship. He felt lonely. No one seemed to really care whether he made the grade or failed. He could not decide whether it was better to fail without using the resources that were available to him or to use those resources and still run the risk of failure.

Kevin recalled that he did develop a relationship with Zelda Crutchfield. Zelda was an attractive redhead who had found herself as overwhelmed by the University of Indigan as Kevin. Their relationship could not be described as a romantic one. They did not actually become involved in each other's lives. They were more like "comrades in misery," each able to commiserate with the other.

Kevin also remembered becoming active in the Wesleyan Club during his second semester. His involvement with this

group was such that he began to consider the ministry as a possible vocational goal. During the spring semester he spent an average of three hours a day at the Wesleyan Club working on a publication titled *A College Student's Guide to Prayer.*

Kevin reported that by midterm of the spring semester he had decided that even were it possible, he did not wish to return to the University of Indigan. At spring recess, he called Miss Kitchin to enlist her aid in finding another college. His interest in Grayson and Stands Universities as well as in Bick College was again expressed. For the remainder of the spring, Kevin and Miss Kitchin futilely sought admission to these and half a dozen other schools.

A year previously Kevin would have experienced no difficulty in being admitted at any of the schools for which he was now making application. It seemed to Miss Kitchin and Kevin that none, however, would be placed in the position of accepting a University of Indigan "failure."

Two schools offered to accept him on the condition that he raise his grade-point average to C within one semester after enrolling in the institution. Kevin was willing, even eager, to forget he had ever been a University of Indigan student, but he felt this was an impossible condition for acceptance.

The grades for his second semester at the University of Indigan were:

University of Indigan, second semester 1959–60

Course		*Semester hours*	*Grade*
English 11	Composition	3	D
Latin 2	Elementary	4	C
Math 24	Geometry	4	E
Psychology	Adjustment	3	D
Phys ed			A

He was dropped from the rolls for an unsatisfactory academic record. Kevin Michael Pullen became a statistic; he was now a college dropout.

■ *Review the information provided on Kevin's experiences during his first year at the University of Indigan. In what ways does the university's student personnel program appear inadequate, and what responsibility must it assume for Kevin's failure. How could Miss Kitchin have been more effective in helping Kevin try to avoid this failure?*

Kevin's brother, Frank, had worked his way from mechanic's helper to service manager at a local automobile dealer's garage. Kevin began what was to him a most unsatisfying year as he joined Frank at the garage. At first the novelty of a new experience made life tolerable. However, as it became increasingly more difficult to wash the grime and grease of the garage from his hands at night, he became increasingly discontented.

During the 1960–61 academic year, Miss Kitchin continued her efforts on Kevin's behalf. Whenever a college representative was scheduled to come to Southville Township High School, she provided Kevin with the opportunity to meet the representative. As a result of these personal meetings with the college representatives, Grayson University and Stands University agreed to accept Kevin, with the stipulation that before he could earn a degree, he must achieve an overall C average. He would have three to four years in which to accomplish this, rather than a single semester.

It soon became evident when Kevin discussed enrolling at Stands University that they, like the University of Indigan, were most interested in his athletic ability. He no longer found the role of football hero an attractive one. Stands University was thanked for its interest, and Kevin made plans to resume his college career at Grayson University.

There was optimism mixed with no little trepidation as Kevin enrolled for the first semester at Grayson. His previous year's work experience had at least proven to him that he preferred intellectual to manual labor. Further delineation of his vocational purpose, however, had not yet been accomplished. He was relieved to be in the friendly relaxed atmosphere of this school. He very shortly felt that the professors had a sincere interest in his work. The "Mr. Pullen" form of address common at the University of Indigan was not generally used. At Grayson, to both teachers and students, he again became Kevin. It was comforting.

This sense of ease was reflected in Kevin's first moderate scholastic success since high school. He had been able to date occasionally and had regularly participated in dormitory functions. With a sense of accomplishment, he forwarded a copy of his first-semester grades to Miss Kitchin.

Grayson University, first semester 1961–62

Course		*Semester hours*	*Grade*
Math 122	College algebra and trigonometry	5	B
Geog 105	Physical geography	4	C
History 100	Foundations of Western civilization	4	C
Phys ed	Fundamentals and techniques of football	2	B

During his second semester at Grayson, Kevin discovered another facet of collegiate experience—romance. He found it a very pleasurable one. Patricia E. Schiller became a part of Kevin's life, and Pat and Kevin became an inseparable pair on the campus.

Kevin's new interest exacted payment. His grades for the second semester seemed to indicate that the nightly study sessions with Pat might have been more enjoyable, but somewhat less effective, than the first semester's solitary study sessions.

Grayson University, second semester 1961–62

Course		*Semester hours*	*Grade*
Lang 222	Virgil	4	D
Geog 106	Physical geography	4	C
Phys ed 115	Swimming	1	B
Music 115	Men's glee club	1	A
Hum 222	Humanities	3	C
Hist 101	Foundations of Western civilization	4	E

The summer of 1962 found Kevin again working at the garage. Pat lived in another state, and although they exchanged letters almost daily, Kevin found it difficult to accept these as adequate compensation for her absence.

When they were again together in the fall of 1962, they began to discuss marriage seriously. Kevin again began to consider the ministry as a possible vocational goal.

The first semester of the 1962–63 academic year proved a frustrating one for Kevin. He found himself unable to become involved in his studies. By midterm, Kevin was speaking of leaving school again. He wanted to find a position that would permit Patricia to become Mrs. Pullen. The prospect of another two to three years as a student did not appeal to him. He proposed to leave school at the midyear and find a job. Pat would have her secondary school teacher's certificate the next June. When she was graduated from Grayson they would be married. In the meantime, Kevin would seek to establish himself. He had no idea what kind of work he would undertake. He was sure only that he did not want to work again with his hands.

Against this background, Kevin finished his third semester at Grayson University.

Grayson University, first semester 1962–63

Course		*Semester hours*	*Grade*
Lang 223	Virgil	4	D
Soc 20	Principles of sociology	3	C
Pol Sci 20	American government	3	C
Mus 115	Men's glee club	1	A
Rel 31	New Testament	2	B
Rel 20	Introduction to religion	3	D

Kevin returned home and for the next three months worked in Southville's leading shoe store. Each weekend he either drove to Grayson or Patricia came to Southville.

One lunch hour in April, Kevin sat at the food bar of a local dime store. He was reading without comprehending when his eyes were arrested by an advertisement for the Empire College of Barbering Arts. The ad touted the benefits of a "white collar" trade with good prospects for "unlimited" earnings and the opportunity for an ambitious individual to become his own employer.

Barbering might be what Kevin was looking for to find himself. He was not hoodwinked by the more optimistic claims in the ad, but it was clean work. It would give him an opportunity to see something of people other than their feet. At some point during the two-block walk back to the shoe store, Kevin M. Pullen decided to become a barber.

Patricia had signed a contract to teach junior high school English in the Southville Township School District. She would become Mrs. Pullen on August 20, exactly one week after Kevin was scheduled to be ". . . licensed as a registered barber in conformity with the provisions of an Act of the Legislature entitled 'an Act to regulate the practice of Barbering in the State of Indigan' . . ."

After their wedding Kevin and Patricia set up housekeeping in a comfortable and unpretentious apartment west of Southville. Kevin was still remembered by the community for his high school athletic prowess and he had no difficulty in gaining a chair in the most popular barber shop in Southville. The novelties of marriage and a new vocation seemed to bring Kevin a degree of contentment for a time.

In the beginning, Kevin enjoyed the small talk that seemed to be as important to the successful barber as his skill with shears. However, he soon longed for discussions that encompassed more than the weather and the latest sporting event. At times, he found it difficult to conceal the contempt he felt for the intellectual desert he thought surrounded him. He could not develop the feeling of comradeship that his fellow barbers seemed to have for each other. He remained aloof from their playful antics as well as from their petty squabbles.

One night, as he and Pat returned from a party given by another young teacher, Kevin remarked on how different the "small talk" of the teachers was from that of the barbers, and how much he enjoyed it. "I'm so glad you feel that way," Pat said. "I was afraid you didn't enjoy these nights. Whenever we are at school or with the other teachers, you are always so quiet."

Kevin tried to explain his feelings to his wife. Whenever he was in the presence of "college people," he felt he did not "belong." This was the group in which he wanted membership, but he would always be reminded in their presence that he had failed once and quit once. If he could only have a third chance, he would make it.

"What would you want to do if you had a degree?" Pat asked. Kevin had spent many hours considering that question as he trimmed the endless succession of pates that placed themselves before him each day. He could respond to Pat's question with conviction, "Teach! I'd like to teach fifth or sixth grade. For the first time in my life, I think I know what would make me happy." He hastily appended, "Besides being married to you."

Pat smiled, "Do it! Go back to school. We can manage quite nicely on what I earn."

"What school would take me with my record?"

"Why don't you try Grayson again?"

"I might just do that!"

Kevin sincerely meant to write to Grayson to see if he could resume his studies. Perhaps he was fearful that they would reject him. Perhaps he was apprehensive that they would not reject him and the burden of proof would again be his. Whatever the reason, Kevin did not act.

He would soon have to join the Barbers' Union in order to continue practicing as a barber. He found the prospect of aligning himself with the Barbers' Union distressing. He felt that if he took this step he would be making a commitment he was not yet ready for.

The course of action was decided for Kevin. Without his knowledge, Pat had written to Grayson University in his name requesting permission to resume his studies. Permission had been granted. Kevin and Pat would move back to Grayson immediately after Christmas. Pat had found an opening in a nearby high school.

In January 1965, Kevin M. Pullen again became a student. After a lapse of two years, Kevin did not find a student's role an easy one to assume. This time, however, he had a goal. He would become an elementary school teacher. Perhaps he would even try to become a principal; but that was far in the future.

It might have been maturity. It might have been Pat's encouragement. Whatever the reason, Kevin experienced his first real success as a college student during his first semester after returning to Grayson University.

Grayson University, second semester 1964–65

Course		*Semester hours*	*Grade*
Bio 10	General biology	4	B
Math 123	Advanced algebra	4	E (drop)[2]
Ed 60	Guided learning activities	3	A
Ed 175	Educational sociology introduction	2	B
Ed 230	Educational psychology introduction	2	B

2. Kevin had discussed with his instructor the possibility of withdrawing without credit from this course, but the instructor refused.

Kevin's college work during the summer session and during the 1965–66 regular academic year exceeded his first semester's accomplishments. At the time this study was being written, Kevin had two semesters separating him from his teacher's certificate—one additional semester of course work and another of practice teaching with a related seminar.

■ *Do you view Kevin's adult decisions as being of a higher quality than his adolescent choices? On what are you basing your position?*

What evidence can you cite to indicate that Kevin's return to Grayson is "predictable" behavior for him?

Kevin looks back

The material presented in this chapter might have been available to a counselor who had an operational philosophy different from Miss Kitchin's. It is presented at this time as supplementary data for this case. These data represent Kevin's recollections and reflect his interpretations of his experiences.

Kevin today at the age of 25 pictures his parents, particularly his father, as having been strict disciplinarians. Even as a senior in high school he was expected to adhere to a rigid curfew on weekends. He remembers his mother as being extremely demonstrative and affectionate, while his father is recalled as being conservative and aloof. Mr. Pullen, in Kevin's eyes, was always involved with his supervisory job at the plant. Kevin recalls various attempts during his junior and senior high school years to secure recognition from his father. He attempted to do house and yard work to please his father, but his father never seemed to be aware of his efforts. "I guess the things I was doing just weren't important." Kevin's father seemed to have a different relationship with his older brothers: "They seemed to have things to talk about."

When he lived at home, Kevin usually used one of three approaches to gain permission for activities. If he felt his father *would* approve, he approached him directly. If he felt his father *might* approve, he sought to have his mother act as an emissary. If he was reasonably sure that his father *would not* approve, he did not usually "buck the situation." In order to cope with disapproval, Kevin locked himself in his room until he cooled off. Kevin remembers his mother as being active in church affairs, particularly in the choir, but not as a "believer." "It gave her a group to belong to." His father did not go to church.

Since Kevin's marriage, his father occasionally discusses family plans with him, a situation that Kevin enjoys. Kevin's parents do not approve of any of their daughters-in-law. Mrs. Pullen is quite vocal in berating them when the daughters-in-law are absent. In each case she feels that the women are not "good enough" for her boys and that they "trapped" the boys into marriage. Just before Kevin's marriage, the minister had visited his parents. "He said just what I would have wanted him to say, but Mom thought I had put him up to it," Kevin commented.

Kevin feels that the entire family expected him to equal the accomplishments of each brother. He found it difficult to talk about his relationships with and the accomplishments of his brothers. Several times he did, however, refer to "financial difficulties—not serious" and minor physical injuries in relation to Frank. He expressed a feeling that these injuries were attributable to the nature of Frank's work and the financial problems to his wife's "getting Frank in over his head."

"I don't know; maybe things would be different if Frank had gone to college. Even if he'd just gone to Barbers' College like I did, he wouldn't have to do that heavy, dirty work."

Until recently, Kevin had always been active in church affairs. He describes the attraction to church before and during his high school years as primarily social. "I went because Mom went." He feels he used religion during college first as an escape, then as a support. At two points, at the University of Indigan and during his first year at Grayson, he seriously considered the ministry as a vocational goal. Kevin feels that religion did not help him with his difficulties. "Today, I guess you could say I don't even believe in God."

Kevin professes a pattern for his selection of friends. He is aware of seeking those he considers his intellectual superiors for association. Friendships with individuals he considers his intellectual equals are maintained but not encouraged. "You know, you can have the same old discussions just so many times." Kevin does not wish to associate with those he considers his intellectual inferiors. "I guess I've always been that way, but the first I remember really being aware of my feelings was at the University of Indigan."

In spite of the fact that Kevin seems to seek association with people he considers his "intellectual superiors" and professes to enjoy the stimulation of their discussions, he is hesitant to challenge the ideas of others. Only since his return to Grayson has he been able occasionally to express thoughts he considers his own. He still finds this action difficult, "But, for the first time in my life I can do it—sometimes."

Kevin now recognizes that he has always found it difficult to expose the facets of Kevin Pullen that might be displeasing to others. At Grayson University Kevin used his Growth and Development teacher as a "confidante." He shared some of his concerns and discussed some of his plans with her while seeking her support. But, "I never talk about religion to her. She's pretty religious and I don't think she'd like my present views on religion."

Kevin states that even at the University of Indigan where he was in the frightening situation of experiencing scholastic failure while taking a very real physical beating on the football field, sports offered him associations. "At parties and in class it's not easy to talk to people. In sports I can. It gave me a group to belong to—like Mom and the church choir." At this point Kevin began to present a series of platitudes about sportsmanship, drive, and so forth. He looked up at the interviewer and with a sheepish grin said, "I'm giving you what I think you want to hear. It's right out of a book we had in a course I took once."

Kevin was able to hide his feeling of inadequacy until his experiences at the University of Indigan. He did, however, question his own adequacy in a number of areas, ". . . ever since I can remember." Even when his strengths were seemingly being validated by others, he was questioning himself.

"Maybe I had to have these failures. I never really could plan ahead. Maybe part of my trouble was my family. I read in this sociology course I took that lower-class kids can't plan ahead. I think they called it hedonism."

"Do you consider yourself lower class?"

"Well, we always seemed to be tighter—you know, with money—than my friends."

At ETS in June 1966, Kevin is able to profess a fear of physical hurt. "I would do anything to avoid a fight. Fortunately, I was always big and nobody tried to fight me. I guess everybody figured I was afraid I would hurt someone. That's not true; I was afraid *I'd* get hurt. Even in sports everybody figured I was pretty brave. I was scared to death all the time. It was really bad in high school, but it was worse in college. I was really kind of relieved when I couldn't play football at Indigan any more."

Kevin does not view himself as a scholar, "I don't think I have ever read anything unless I absolutely had to. I read slow and I don't like to read." In discussing his reasons for marrying Patricia Schiller, Kevin stated, "Well, there was the physical attraction of course. She reads a lot—her family reads a lot—she comes from a good family—they always have a lot of books around—my family never had any books around. I think I want my kids to have books around."

By the time of the fourth session of the formal interviews Kevin was able to state many of his feelings. As he said at the conclusion of his visit, he did not know the interviewers' "prejudices." He felt that they wanted only truth as he saw it. An edited excerpt of this fourth session is presented in this study starting on page 23.

Postscript

The last formal interview session resulted in a summation of the weekend's activities. The observations presented in this segment are limited to a recounting of the points Kevin indicated should be emphasized at that time.

He recalls Miss Kitchin as the only individual who attempted to help him question himself and his plans. "She didn't tell me what to do, but I can remember her saying something like, 'Let's look at what some of the colleges have to offer.'"

Kevin feels that high school was too easy. "I'm not sure what could have been done, but I'm sure what was done was no favor. Maybe make it more realistic—let the kids try themselves—maybe even fail. I'm not sure I would have listened; but, except for Miss Kitchin, the possibility of my failing anything was never really presented—or considered. I was pretty well built up by everybody—particularly the coaches."

Kevin remembers having had some vague misgivings that he was getting by on personality. Kevin felt he was not a scholar. He was not interested in being one. He wanted to be a "nice guy." He viewed himself as having bad study habits. He would not read. He was not a "curious" student. Grades were not important. The important thing was to stay with his friends and participate in athletics where he could easily get recognition. "Somehow if school could make things interesting to study and could help students get involved in subjects rather than doing things just to get by. I hope to God I can do this for my kids when I teach."

Kevin states that he learned early that the best way to act was to placate the establishment. Not fighting was the best way to win. Rather than show or give very much of himself, he gave only enough to make sure everyone patted him on the head and said, "Kevin, you're a good boy!" This way of operating carried him until his experiences at the University of Indigan. However, even when he was meeting minor successes he was inwardly experiencing doubts. In a given situation, Kevin would test himself only so far, and when he began to pick up cues of possible failure or of displeasing others he would back off. He was, therefore, never able to obtain a valid picture of how well he was prepared, how well he could handle a situation, or where he could anticipate failure. "I can't honestly say, though, that Miss Kitchin or anybody else could have helped in high school. I don't think I was helpable then. I didn't really care about high school or college. The right school didn't mean much. I hadn't made any plans for college; it was just something to be done."

Kevin relates that in a pressure situation he physically and emotionally tenses up. "I get tight; I mean I can barely move." Athletics helped somewhat; he was tense, but the tenseness was counterbalanced by the fact that he could identify with the team; he was accepted; he really felt like a man—when he could forget how afraid he was.

In June 1966, Kevin is able to envision himself as an elementary school teacher. He views teaching as something he can do successfully and has begun to test himself through offering ideas to his wife and her teacher friends.

So far he has had to postpone applying the teaching theory he has assimilated. "It's hard to always have theory without application." He regards teaching as a way to put his ideas into practice because he now considers himself at a point where it "bothers" him to hold back his own ideas. Therefore, although somewhat frightened, he is looking forward to his practice-teaching experience. His fears about practice teaching stem from the feeling that he may be forced to compromise his ideas in favor of those of his critic-teacher. "In practice teaching I may be forced into a situation where I will have to play up to my critic."

■ *If you, rather than Miss Kitchin, had been working with Kevin, what information presented in the section titled "Kevin Looks Back" would have been available to you? How would you have obtained it?*

Excerpts from interview between Kevin and Richard Majetic at Educational Testing Service, June 1966

KP: I did quite a bit of church work and I had the feeling that because I was a barber I wasn't too highly thought of as a Sunday school teacher. My ideas were not respected, I don't think, by people who were school teachers. I think this is where I got unhappiest with myself.

RM: How did you get the clue that your views were not as highly thought of as theirs?

KP: I'm not sure. Probably just through . . . maybe just their expressions. You know. Maybe I was reading it into them. I don't know. I tried to participate on different boards in church and I think you'll find that most of the people who are on these are better educated and somehow I had the feeling that they didn't respect my ideas too well.

RM: At the time you were experiencing some kinds of feelings of rejection on the part of the people that you were associating with and you interpreted this to mean, "You need more education if you want to be accepted by people like us." Also at this point your wife was making comments about the possibility of your going back to school.

KP: Yes.

RM: What else did you think?

KP: Well, I think that I probably had doubts about myself at that time. I was questioning whether I really did have the capabilities, you know, so that I probably wouldn't fight things.

RM: And you continued as a barber?

KP: Yes, the job itself was routine and I would have had to join the union; and the union kind of disgusted me because it just made me realize more that the people I was working with didn't stimulate me. I felt like they were inferior and that—somehow I just didn't feel like I could consider myself—or I didn't want to consider myself—if I considered myself a barber, would I have to consider myself on their level? And I didn't want to do this. I did have some friends that were a little more stimulating. Some people that I did meet in the barber shop when I cut their hair were quite interesting. I thought the Catholic priest was. I cut his hair. I found him very stimulating. He would question my religion. He would quiz me.

RM: He became a devil's advocate?

KP: Yes. He and I got along very well. In fact, we played golf together a few times. There were a few other people who would come into the shop that I enjoyed and would stimulate me, but the job itself became pretty much routine and I think I began to question if I wanted to do this for the rest of my life. This attitude probably helped along with the other attitude to get me to go back to school. Also, I think the idea that I had spent time in school and that if I didn't go back I was wasting money that I spent. Not going back, even if I decided to go back to barbering when I finished school, I was still foolish not to go back. This is one advantage to having the barbering trade. You can always go back. In fact, I keep up my license, I still work.

RM: So, you were experiencing some dissatisfaction. What did you do?

KP: Without my knowing it, my wife wrote to Grayson just to see if I could get back into school and we did find out that I could get back.

RM: She wrote without your knowledge?

KP: Yes, I had been putting it off and she's not a bit bashful; she's a go-getter!

RM: You were putting it off?

KP: Yes, maybe I didn't want to face the realization that they wouldn't let me back in, that I was all through; because I was pretty hesitant . . . I couldn't imagine that they would let me back in.

RM: What happened then?

KP: We found out that I could get back and I let people know that I was going back. Everyone was quite happy now that I was going back. My parents were happy. Her parents were happy.

RM: You went back.

KP: Yes.

RM: What was your first semester like?

KP: Well I was in kind of a panic. I realized before, when I took this college algebra—you know I retook college algebra at Grayson—like my background was insufficient, and that I should not go on any further in math. But I think when you're away from it you forget and say to yourself, "If I study harder, I can get it." So I did try and I took math my first semester back and I failed the first half. I thought, "Well, maybe I just didn't study hard enough." So I had this friend of mine, Shirley, help me prepare for the second test. She thought I was doing pretty well, but I failed that too. So I had a decision to make about what I should do. I went to the instructor and he wouldn't let me drop it with a passing grade so that it wouldn't be counted against me. He wouldn't let me. So I had a decision to make. Should I try and squeeze out a D or should I just drop and try to get an A in another class? I decided just to drop it and try to get an A in Human Growth and Development, an education course. I went to see my instructor for the Human Growth class. I tried to find out what type of things were necessary to get the best grade I could and I really worked extra hard. I think I read about 13 books for her. Of course, I did well in the class. I was getting A's in all the tests. There was no doubt that I could get an A in the class. I had a biology class in which I got a B. I did do well that semester and I got myself off probation. Then I could relax a little bit, but it seems like most of my education has been a constant turmoil. Now I'm beginning to feel quite good about it. Things now are going extremely well. I'm considered a senior now and I have about another year to go yet.

RM: What are your plans?

KP: Elementary education. This is one thing I think I'm definitely interested in—teaching in elementary education and I think this is helping me quite a bit. Having the direction, knowing exactly what I want to do and what I'll be

doing. I'm close enough now so that I have the realization that it's not impossible. My wife is teaching and I kind of get the feeling of things from her and I can see how the classes that I'm taking will apply so it's making it a lot more interesting for me. For instance, I have some history courses to take; ones that I think will be interesting to me—Indigan history for one, government and U.S. history, and I have to take a science course yet. I'll be taking astronomy in the fall. But primarily education courses. Somehow I feel more confident now.

RM: If you could change things, what would you do differently?

KP: I'm not sure. Although it's been a bad experience, I think it's been invaluable.

RM: In what way?

KP: I think that failure has a lot to do with it in some way. I think unless you do have failure somewhere, you must not be reaching your limit.

RM: Not reaching your limit?

KP: I don't know how—I'm not saying you should have complete failure, but—(pause)

RM: You learn from it.

KP: Yes.

RM: Did you learn after the first semester at the University of Indigan?

KP: Well (long pause); I think that probably I was somewhat a different person after. I'm not sure how. (long pause) I think that going back to Grayson I did succeed that first semester; I don't know if you really could say that I changed. When I went to Indigan it disappointed me that no one said anything to me until the second semester. I could have been helped in reading, or I think I could have appreciated it if one of the football coaches would have taken me aside at Indigan and said, "Why don't you quit playing football?" I think I was young and I think that I could have used directions. I'm not sure what would have been good for me at that point, though, because I didn't know really what I wanted to do. Maybe I would have been better off to have gone into service for a couple of years.

RM: You were looking for something outside of yourself to give you direction. Is that what you mean?

KP: Yes, I think in the back of my mind I was saying I would probably like to go into education of some kind, but I had no idea what that meant. But even without this drive to do something, I definitely think it was good to go to school to get away from the home environment. I think that the people I met at Indigan was an education in itself. Maybe this is why—although it was a bad experience, I think I learned quite a bit from that year—from the people I met and the things I did. Somehow I had no idea what college was for. what I was to do there.

RM: You sound apologetic.

KP: I'm not sure. I think that the experiences with the academic, with football were really bad experiences, but I think that the really good part of it was the people that I met. I think this is it, I mean, I had a couple of good experiences even though most of it was pretty bad. You see, where I had trouble is deciding if it was their fault or was it mine for not informing them.

RM: Was it me? Was it them?

KP: Maybe I just don't want to realize—there were times when I was really frightened.

RM: Um hum.

KP: It's sort of interesting. I don't think I ever told anybody else. You know there was this church we went to—I can remember this minister saying, "You can't do all of your daily work yourself, you have to ask God to help you." At this point, I was getting quite desperate myself and so—(laugh)—I was starting to ask God to help me because I was really getting to be afraid when I was on the football field. It was a fearful experience. It was a bad experience. I think that I'm probably trying to push it out of my mind. When I think of it the better experiences come to my mind.

RM: We try to protect ourselves and maintain our sanity too—by not dwelling on the bad experiences.

KP: Did you mention sanity? There was a point at Indigan where I really started worrying about myself. I got to the point, to escape, I would daydream and, I don't know if it came up in one of my psychology classes or what, but you know they start talking about people who would go completely off and I really had to force myself not to do this. I was getting at a point where I was daydreaming a great deal, just to escape. I think it was getting abnormal because I was doing it a great deal.

RM: Were you conscious of that at the time?

KP: I'm not sure. I'm sure that I was afraid. I think I became more conscious of this going back to Grayson last time because—I tried to express this to my wife, but she was encouraging me to write this letter to try and find out if I could do it. I was far from eager to write. I think I tried to express my feelings to her, you know, the desire for other people to understand this if they have been successful in school—I had this rather hopeful idea if I ever went back I wanted to maybe be working at the same time and maybe taking one course at a time and just being able to—I felt that, the last semester I had been there before, there were courses there that interested me more than others. I had a tendency to want to study the ones that were interesting and put off the others. I thought that maybe this would be the solution. I was trying to rationalize every way I could to put off—(pause)

RM: A lot of doubts.

KP: Well, although I didn't feel very confident about taking classes yet, I did feel that I had things to contribute. I could see my friends who were successful had made it through school and were teaching and I thought, "I am at least as capable as they are, if not more so." At least this is the way I feel.

RM: That's important.

KP: For instance, I've been helping my wife, you know she's a teacher, and I give her ideas and suggest ideas to my friends and they take my ideas and use them.

RM: So you say, "I've got some goals that I think are somewhat my own goals. I think I want to teach because I can teach."

KP: Yes, and to help this along, the first semester at Grayson, my instructor that I had in Human Growth and Development, you know, I went to talk to her to see what I would have to do to get an A grade that would balance out with this math. I think the first time I went to see her I talked with her about three or four hours. We talked quite a bit; she really was a good morale builder for me. She encouraged me, and analyzing our conversation, she does kind of build me up a little bit, makes me feel that I'm worth something. She's a good stimulator for me. I've been back to see her since I have completed her class. I am constantly trying to figure myself out. I had the feeling that after I went to see her, after I was out of her class, that it was because I was feeling a little low and I wanted to talk to someone who would boost me up.

RM: We need this, don't we?

KP: Yes, I think we do.

Suggested uses for *The Many Faces of Kevin Michael Pullen*

A counselor educator is called upon to seek and employ various kinds of knowledge, skills, and instructional aids as he approaches his task of developing sensitivity, judgment, perspective, and skill in his students. *The Many Faces of Kevin Michael Pullen* is intended as an instructional aid to assist in accomplishing one or more of these goals.

In this case study the focus is on the school counselor. A counselor who works in a public school setting is assigned the task of counseling and guiding normal students. He will enter the developing life of each of his charges for a limited time to assist him in dealing with the complexities of his own growth and behavior. Too often counselors' training focuses on solving problems and counseling in crises.[1]

The strength of *The Many Faces of Kevin Michael Pullen* lies in several areas, and its major strength is in the abundance of data available. Kevin's years of success in high school, his years of confusion and failure in college, and finally some reorganization of his "self" as an adult offer rich opportunity for the exploration and analysis of Kevin. The format of this study provides natural breaks that afford a student counselor an opportunity to assess the data presented and to state hypotheses that can be tested against the reality of Kevin's development as it unfolds.

The material presented offers counselor educators an opportunity to focus not only on various aspects of Kevin's growth but also on the facts that were available through Kevin's school records. A discussion about the adequacy or inadequacy of the forms used, the completeness of the records kept, the uses of teacher's recommendations, and so forth, could be developed by one group of students in a class. Another group might delve into decision making and the way Kevin approached decisions. Still another group could look for cues to Kevin's behavior through his interaction with others. Depending on the level of sophistication and the amount of training of the group and the instructional objectives of the course, *The Many Faces of Kevin Michael Pullen* might serve several purposes.

Counselors are often asked to state their own philosophy. The operational philosophy with which they normally function may be somewhat different from the one they are willing to state. This operational philosophy usually results from institutional structure. The public school setting represents a very complex institutional structure, in which there is often less than complete congruence between community, school, and guidance philosophies. The effect of these differences on the counselor can be explored through the use of *The Many Faces of Kevin Michael Pullen*. The reader always sees Kevin in a particular setting. The analysis of the development of Kevin must include, then, the influence of external as well as internal forces in each of these environments. His secondary school, his counselor, his athletic coaches, the colleges he attended, his family, and his wife all contributed to his successes and failures.

Kevin's statements at ETS in 1966 help to convey both the developmental nature of the life process and the complexity of human behavior, which can rarely be classified as right or wrong, good or bad, and so on. More frequent are the gray areas, often difficult to define or isolate. Commentaries at the end of the study, by a counselor educator and a director of guidance for a public school system, offer the counselor-in-preparation stimulation and an opportunity to locate some of these gray areas.

No formula can be offered to insure the successful use of case studies. However, it is hoped that restating some guidelines assembled by others who have used the technique may assist the counselor in the use of the material presented here. Although no two teachers will follow the same pattern of presentation, it is preferable to make clear to the class what the role of the instructor and the class will be. Some points worth emphasizing in using this case are: (1) the case is based on actual incidents; (2) all possible means of exploring the facts or feelings about the case should be discussed; (3) principles of guidance and counseling should be considered; (4) there are no "right" or "wrong" solutions.

The use of case studies permits a system of free interaction in the classroom and encourages students to develop their own answers from original analyses of the facts and feelings presented. The counselor-in-preparation is allowed active consideration of a number of diverse but related data from which he can make judgments that will be open to criticism. The burden is then his to support his views against the counterattacks and disagreement of others in the group. Failing to do this he becomes aware of the merits of alternative solutions.

This case study, or a part of it, may be introduced before detailed theoretical discussion of a principle of guidance or counseling takes place in class. However, a case may be equally useful after the presentation of a stated principle. Whichever procedure is selected, care must be exercised to prevent the characters in the case from becoming stereotypes of behavior.

The questions included in the case study are intended to serve several purposes. It is hoped that they will act as points of focus so that the student becomes really involved with the case at hand. The instructor may wish to develop additional questions to emphasize the points that are most pertinent to the course outline he has developed. Questions are placed strategically, at natural breaks, so that the case study can be read in the classroom as well as having it assigned as outside reading. Additional questions are included in the study, beginning on page 27.

Role playing may be an additional means of stimulating discussion of the case. Participation of the students in role playing may provide an additional stimulus to the careful analysis of the significance of a particular kind of behavior. When a counselor-in-preparation examines his own behavior in role playing, he is more acutely aware of how his own

1. Frederick B. Gannon, *School Counselors in Action*. Princeton, N.J.: Educational Testing Service, June 1964.

values dominate his judgments, even though he is attempting to act like someone else.

Case studies can also be used as examinations, but probably only after students have been exposed to the case-study method. Students would be tested on their ability to read the case and to respond in a discriminating way. The questions asked could be either broad or specific but should require the student to employ guidance principles and a defense of his position.

Sample study questions

1. What additional information would you like to have about Southville? (p. 2)

2. Does the information about Southville Township High School permit you to understand its prevailing philosophy toward education? Toward guidance? (p. 2)

3. Do you now have sufficient information about Southville and Southville Township High School to enable you to proceed with this case? If your answer is "no," what other information would you have wanted? (p. 2)

4. What additional kinds of information about Kevin would you like at this point to round out or complete the picture presented so far? (p. 3)

5. Do you think that Kevin was tested at the most appropriate times in his school career? Please present arguments to support your reactions. (pp. 6 and 7)

6. What is your reaction to the number and types of tests given? Please present arguments to support your reactions. (pp. 6 and 7)

7. If you had complete charge of the testing program at Southville Township High School, what tests would you give and when? What would be your basis for choosing to give these tests?

8. What picture do you draw of Kevin Pullen from these test scores? Please indicate whether any test scores seem to contradict each other. (pp. 6 and 7)

9. Considering that Miss Kitchin now has formal counseling responsibility for Kevin, how would you evaluate the adequacy of her case notes on this conference? What types of additional information would seem to be necessary to (1) have a better picture of Kevin's thinking at this point, (2) have a better picture of what actually took place in the interview? (p. 4)

10. What is your reaction to the format of the school record and the information contained in it? What information should be deleted or added? (p. 8)

11. Do the February 18 case notes provide an adequate picture of what actually took place in the interview? Discuss the validity for Kevin of Miss Kitchin's statement: "Aptitude tests seem to indicate possibilities in pure science and mathematics, teaching, conservation, or social work." Do you agree with Miss Kitchin's written comment about the indications of the aptitude tests? Please support your answer. (p. 4)

12. What is conspicuously missing from the description on page 5 that is necessary in order to understand the development of Kevin's thinking as he tries to make his choice?

13. What is your reaction to the timing and the manner in which the school secures student appraisal forms from teachers? (p. 4)

14. Should the college appraisal forms ask for different kinds of information? (pp. 13, 14, 15)

15. What are some of the basic principles that must be kept in mind in the use of such appraisal forms? How well have they been followed in this case, and what limitations must be placed on information contained in them?

16. What are the ethical considerations presented by the discussion of these forms with Kevin? (p. 5)

17. Discuss the appropriateness of Miss Kitchin's providing Kevin with a summary of his test scores at this point in her counseling with him in contrast to some other point in time. (p. 5)

18. What additional information would you have wanted concerning the colleges that is not provided in the descriptions of the colleges? (pp. 9 and 10)

19. What is your reaction to the method of selecting a college described on pages 4 and 5?

20. What kinds of assistance would you have expected Miss Kitchin to provide for Kevin during this period that are not indicated by the record? (pp. 4 and 5)

21. How does Kevin's method for selection of colleges provide additional information about Kevin? (pp. 4 and 5)

22. How sound is Miss Kitchin's attempt to discourage Kevin from attending the University of Indigan (or any college) on the basis of grade-point average (or rank) alone? What other information is already available to Miss Kitchin in his record that might strengthen her interpretation and possibly make Kevin more willing to accept his limitations? (p. 5)

23. On the basis of the evidence presented so far, what counseling help has Miss Kitchin given Kevin that would have prepared him to make a better decision? (p. 5)

24. Should the coaching staff have encouraged Kevin to attend the University of Indigan? (p. 5)

25. How would you interpret Kevin's decision not to attend his own high school graduation exercises? As his counselor how might you have discussed this decision with him? (p. 5)

26. What type of person is Kevin Pullen? What are his strengths and weaknesses? (p. 20)

27. Do you think you have an adequate picture of Kevin Pullen? If your answer is "no," what other information would you want? Why? (p. 22)

28. What kind of guidance services does Southville Township High School seem to provide? Would you have operated any differently?

29. On the basis of the evidence presented on pages 4 and 5, what do you expect will be Kevin's future at the University of Indigan?

30. What function seems to have been served by Miss Kitchin's interview with Kevin at the University of Indigan? In what ways could Miss Kitchin have been of even more help to Kevin during and after this session? (p. 17)

31. What roles do the housemother and graduate adviser seem to be playing and what implications do they have for the student personnel program of the university? (p. 17)

32. Since Kevin had not actually failed any subject at this point and wanted to transfer to another institution, what action could have been suggested by Miss Kitchin and assisted by her? How might Miss Kitchin have assisted Kevin at this point? (p. 18)

33. During the period Kevin was out of school Miss Kitchin helped him get into another college. Since some counseling responsibility was accepted for him, what additional important function could skilled counseling have provided for Kevin to prepare him better for a return to school?

34. Comment on Kevin's unwillingness to spend an additional two to three years as a student as contrasted to his being sure that he did not want to work with his hands. (p. 19)

35. In what way might an "exit interview," or other aspects of the student personnel program at Grayson University, have helped Kevin better evaluate his decision to leave school? (p. 19)

36. What are some of the implications in Kevin's return to a full-time academic program when he did not take the initiative to arrange this himself? (p. 20)

37. Review the information that relates to Kevin's vocational thoughts and choices. Is there any pattern to them? At what points, and in what ways, might Kevin have been helped to clarify his vocational plans? How might such clarification have affected his educational success?

Review of case-study literature

by John Free
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Case studies have been used as a teaching-learning device for many years in the fields of psychiatry, social work, psychology, and counseling. Initially, many instructors or agencies used materials from their own files. A need was soon recognized to bring such materials together in printed form for teaching purposes. Sayles (1932) provides one of the first collections of these with records on eight cases from child guidance clinics to be used for case-work teaching. Records of this kind were seen to provide the opportunity for studying the problems of human relationships and adjustment that create a need for social treatment; for studying the application of scientific concepts to social problems; and for studying procedures or techniques that might serve to alleviate such problems.

For the field of counseling in educational settings one of the first works to use the case-study approach is the volume by Brewer and others (1926). Focusing on educational and vocational guidance, the book presents 100 brief excerpts or summaries covering school problems of all sorts that were important at that time. Smithies (1933) presents the cases of 11 "normal adolescent girls." These cases were published for the benefit of the "pedagogical case worker"—a teacher trained as a "counselor." Data are presented from a variety of sources, but the emphasis is on diagnosis rather than counseling. Some follow-up material is included.

Blos (1941) applies the case-history approach to the study of adolescent boys and girls. By using clinical techniques, normal students are studied in their typical school settings "as a diagnostic basis for education rather than for treatment." There is a lengthy consideration of four cases, in which data from many sources are integrated with theoretical material on adolescent development.

Bender and others (1942) presents summaries, condensed from lengthy dossiers, on 20 Dartmouth College students. Although the subjects were studied initially because of visual difficulties, it was found that extensive scholastic, social, and general background data were necessary to assess adequately the student's adjustment to his visual problem.

Jones (1943) presents a lengthy study of one case in which longitudinal as well as cross-sectional data are presented in many areas. The subject is observed at home and at school by his parents, his teachers, and his classmates, and he is given a chance to indicate how he sees himself at various points in his development.

During the forties attention was being paid to procedures to be followed in carrying out a case study in counseling. Traxler (1940) provides a brief description and discussion of the case-study method. He suggests several outlines that may be followed and then presents three cases that illustrate the method. A more detailed treatment of the topic is provided by Rothney and Roens (1949), which is an important source book for anyone undertaking a case study. It contains an extensive treatment of the process of studying the individual from both a theoretical and practical point of view. Much case material of varying length is included, both in the text and at the end of the chapters as study exercises with questions. The focus is on the normal student found in an educational setting.

During this period the considerable attention being given to the counseling process was stimulated by the work of Rogers (1942). In this volume is one of the first case studies to include a complete set of interviews for one subject. Snyder and others (1947) presents a variety of case materials developed along the same lines as those set forth by Rogers.

Since that time several types of works have been published that make use of the case-study approach in some way. First, there are casebooks in which the primary focus is on the presentation of case materials with discussion and questions stemming from them. Second, there are works that concentrate on theory and use case materials to illustrate or supplement the theoretical discussions. Third, there are numerous articles in professional journals that present a case for discussion or for evaluative purposes, or use such material to illustrate theoretical principles. No attempt will be made here to cite examples from this extensive group. Fourth, there are case materials developed as testing or evaluative instruments. Baller (1957), Horrocks and others (1960), and Schlesser (1955) provide instruments of this kind that may have instructional value. This review is concerned with literature of the first two types.

Casebooks

The casebooks fall into five categories: (1) those concerned with elementary school children; (2) those focusing on students at the secondary school level; (3) those dealing with college students; (4) those presenting material on subjects who are sufficiently emotionally disturbed to require attention beyond the skill of most school counselors; and (5) those using the so-called "critical incident" approach.

Casebooks at the elementary school level. Millard and Rothney (1957) presents 22 cases at the elementary school level designed for courses in child development and child psychology. The emphasis is on the preadolescent in school, but preschool, family, and out-of-school materials are incorporated. A postscript indicates the status of each case at high school graduation, and a series of discussion problems is included Barry and others (1958) presents 25 short case excerpts and questions to serve as a springboard for discussion and role playing.

A book by Sears and Sherman (1964) grew out of a research project on a large number of children; eight of these children were studied intensively over a two-year period (grades 5 and 6). The emphasis is on the growth of the self-concept and its relationship to data on ability and perform-

ance, especially within the framework of the classroom and the classroom's many influences. A number of study questions are incorporated in the text; interpretations are set off by italics to distinguish them from factual material. Interviews were held with the two teachers involved, and their reflections on their role in each child's development are included.

Casebooks at the secondary school level. Bennett and others (1951) presents brief summaries focused on test data, especially data from Differential Aptitude Tests. Rothney (1953) presents 27 cases drawn from a larger study. Most of the cases are brief and seem better designed for teachers than for counselors. Some general questions precede the case material, and a few specific discussion questions follow it. Lloyd-Jones and others (1956) provides a series of human relations studies as a partial attempt to answer the question of how to develop "interpersonal competence." One of the pilot cases included in this work has resulted in the casebook by Faust (1963). Only boys are included in the casebook by Faust, and the emphasis is upon the use of these short excerpts as a basis for role playing. A study plan for each case is provided, including an overview, discussion leads, functional problems, and role-playing cues.

A book by Evraiff (1963) deals with five cases at the high school level, but the actual counseling is done by practicum students in a college guidance laboratory. The basic feature of these studies is the inclusion of complete interview protocols, or interview summaries, with comments and criticisms by the counselor. In addition, the handling of each case is evaluated by several counselor educators. The background data are relatively brief; the emphasis is upon evaluating the interview behavior of the counselor. Questions for discussion follow each case. Adams (1962) presents short excerpts of 25 cases from all age levels, though the majority are in the secondary school age range. Each presentation is followed by a discussion by the author, but the brevity of the presentations prevents the reader from getting a real feeling for the developmental aspects of the cases, or understanding of the counselor's handling of the case.

Casebooks at the college level. White (1952; 1966) presents very detailed reports on three cases showing the influence of many forces on the lives of these individuals. The first edition of this work includes a follow-up of each case a number of years after the first contacts. The new edition adds data on two of the cases 14 years after the first follow-up. Although there is no counseling involved, the extensive data over a long period give the most detailed picture of developmental dynamics of any of the works cited thus far. Callis and others (1955) presents five cases, four at the college level and one at the secondary school level. Each case contains complete protocols of contacts, with comments on counselors' handling following certain responses and a summary by a counselor at the end of each interview. McKinney (1965) presents 21 cases, most of them at the college level. The material extends over fairly long periods in the life of the subject, including follow-up interviews a number of years later. Questions are presented at the end, arranged according to certain important aspects of the case.

Casebooks dealing with subjects requiring specialized treatment. Although dealing with subjects requiring specialized treatment beyond the skill of the school counselor, these works are worth noting because many such cases are encountered within the usual school setting, and school staff members need a better understanding of the dynamics in such cases. Witmer (1946) describes 10 clients, ages 7 to 17 treated in a team approach to psychotherapy in a clinic setting. Interview summaries, interpretations, and special comments are included in this work. Burton and Harris (1947; 1955) provides two volumes of case histories in clinical and abnormal psychology. The 40 cases in the first volume cover a wide range of personality and behavior disturbances. The second volume includes 21 studies that cover a more narrow range, place more emphasis on therapy than diagnosis, and include some studies that are more within the normal range.

Books by Gardner (1953; 1956) include a number of cases presented at workshops of the American Orthopsychiatric Association. Most of the cases deal with children, but some adolescent cases are included. Each interview is summarized and interpreted, and some discussion is provided at the end of each case.

A book by Bettelheim (1955) provides some of the longest and most detailed studies in the literature. Since his subjects were in residential treatment, greater opportunities for observation were available. There is considerable interpretation interspersed in the narrative, but it requires a certain psychoanalytic background for complete understanding. One feature of these studies is that they include some "looking back" and reflecting on the course of treatment by both counselors and subjects.

Burton (1959) presents a variety of cases at different levels; all are basically concerned with neuroses, some with psychoses. The focus is on the therapeutic process, and complete summaries are provided as well as questions and discussion. A book by Goldstein and Palmer (1963) presents a series of cases, all essentially in the abnormal category, focused on anxiety. Various age levels are covered, and study questions are provided.

A book by Ullman and Krasner (1965) presents 50 cases of children and adults. This book is particularly significant because it is the first casebook to focus on learning and conditioning techniques in the modification of deviant behavior.

A work by Roff and others (1966) presents data on 31 males, all of whom were first seen in child guidance clinics. There are summaries of each interview and a summary of each entire case made at the time the subject was in the child clinic. These summaries are followed by a brief description of the subject as an adult. The purpose is to "determine the relations between the factors present during childhood, *described when they were occurring rather than retrospectively,*

and subsequent adult adjustments." It succeeds well in showing the relationship of early symptoms and later adjustment. A recent work by Stone and Stone (1966) presents a large number of excerpts from literature that are a form of case-study material.

Casebooks using the "critical incident" approach. The final type of casebook is illustrated by Standal and Corsini (1959) in which brief, or "critical" incidents are presented and then discussed by a number of authorities. They contribute little to a complete developmental picture and provide for no follow-up information.

Case studies as supplementary material. In contrast to the casebooks there are works that use case materials as a supplement to theoretical discussions. A work by Symonds (1949) deals with the adolescent fantasies of 40 high school subjects, 23 of whom are followed up 13 years later (Symonds with Jensen, 1961). No counseling is involved. The focus is on projective responses and the change in responses over the years.

A work by Jenkins and others (1966) deals basically with normal development and uses brief case excerpts to illustrate growth trends. Goldman (1961) devotes two chapters to the discussion of case materials based on the interpretation of test data and its relation to the total information about the individual. White (1963) provides several case discussions of varying length. They are concerned with college students and adults, little counseling is involved, and the discussion probably requires more psychological background than that obtained by most school counselor trainees studying for their master's degrees.

A book by Slavson (1965) deals with the group treatment of delinquents. This book is representative of a number of works dealing with group techniques and may be of interest to school counselors not only for the extensive case data presented, but also for its relationship to what happens in the group sessions.

A work by Friedman and others (1965) focuses on the abnormal subject, especially the schizophrenic. It is an important work since it emphasizes the impact on a whole family of the illness of one member. The case-history and treatment material is presented for each of four families, not for just the patients. There is a consideration also of the various theoretical aspects of family therapy, an important developing field.

Summary

The literature on case studies is fairly extensive, and a variety of formats has been used in its presentation.

A consideration of the above review indicates the inadequacies of the case-study literature available at present on the normal adolescent in the secondary school. With one exception, the works cited contain only brief summaries of the cases and do not yield as detailed a picture of each subject as might be desirable for training purposes. The work by Evraiff (1963) provides a more lengthy consideration, but it focuses, by design, on the counselor's interview behavior, with minimum emphasis on background developmental factors of the client.

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A commentary on *The Many Faces of Kevin Michael Pullen*

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The complexity and happenstance of human interaction in this case study underline the difficulties counselors face in assisting students toward making wise and effective decisions. In the light of this and most other "typical" cases, convenient dichotomies such as "personal-social" and "educational-vocational" counseling are exposed for their naïveté. "Simple" decisions such as college or career choice clearly involve all these categories. Once the counselor intervenes in the life of the student, he should be prepared to work with all the human characteristics that influence the area of concern.

Kevin was struggling to find himself, and Miss Kitchin was struggling with her role as a counselor. The struggle between advice and exploration, involvement or detachment, and honesty and comfort goes on in the heart of every counselor who recognizes his responsibility to students.

The counselor

Such a thorough review of Kevin's past with the resulting "present" must have been difficult for Miss Kitchin. It is seldom that counselors risk such a full view of the results of their efforts. Counselors, like anybody else, take pride in their successes and ignore their failures.

Miss Kitchin is typical of many counselors now in America's schools. Her background is rich in experience. To students, colleagues, and friends she is a warm, benevolent, and sensitive person. Her teaching experiences have familiarized her with school procedures and the nature of students. She shows a broad understanding of colleges and insight into some of the personal problems and concerns that normally occur in the transition from high school to college. From an administrative standpoint, she would undoubtedly be highly rated as a counselor.

Yet, one is left with some doubt about just how much she helped Kevin with his concerns. She spent considerable time with him, because he was likable, and he did want to go to college. She had what might be termed a "good teacher-student relationship" with Kevin. He respected her. She liked him. Within this relationship she provided a good deal of information about colleges and discussed with Kevin his desire to combine athletics with scholarship. But in the moment of decision, at least on the face of things, money made the difference for Kevin.

Reference was made to many "informal counseling sessions" held with Kevin. Does this mean that Florence Kitchin was not using her full range of counseling knowledge during these sessions? It would appear that she feels capable of providing relevant college information but not of assisting Kevin in exploring the importance of feelings she has observed. Her counseling activities consisted primarily of filling out applications, arranging visits, and predicting the likelihood of success at various colleges—all legitimate and first-order functions of a counselor. She does report that Kevin seemed to feel an obligation to meet the expectations of others and had a slight fear of letting people down. These two feelings coupled with financial considerations may indeed have played a decisive role in Kevin's decision process. Yet, there is no indication that she used these perceptions to assist Kevin in examining his own motives or in making decisions. Might it be true that she wasn't sure of her perceptions, didn't want to be wrong, and did not want to "embarrass" Kevin by confronting him with these less than desirable feelings? It is significant that Kevin later said, "I can remember her saying something like, 'Let's look at what some of the colleges have to offer.' " Her effectiveness and worth as a counselor might have been greatly enhanced had she followed that suggestion with questions such as, "What kind of person is Kevin?" "What are Kevin's feelings about himself and others?" And "What does Kevin want from life?" Florence Kitchin probably felt uneasy about some of the other aspects of Kevin's case.

She was caught up in a common dilemma of counselors who claim to hold a point of view they do not really wish to support. She did not attempt to make Kevin's decision for him. Yet, once he decided in favor of the University of Indigan, she tried to caution him by "raising a series of questions." She apparently felt she knew what was best for Kevin, and when he took her at her word and made his own decision, she then tried to show him where he erred.

Her operational point of view can be summarized as follows: He can make the decision so long as he chooses what I know to be best for him. If he makes the wrong choice, I will then explore with him the reasons why the decision was incorrect. I will not openly tell him I think he made the wrong choice. I will be subtle and raise a series of questions designed to make him think more clearly.

This frequently encountered procedure deserves comment. Any information or questions about the desirability of alternative choices obviously should be raised before the decision is made. If the counselor wants the student to choose, then she should be fully prepared to accept the student's choice, regardless of what it is. Subtle techniques to win the student over to the counselor's point of view usually do not work. Adolescents are most perceptive. Such ruses usually put the student on guard. The student should be careful, because in such cases he may, indeed, be manipulated (in a benevolent way).

Miss Kitchin provided Kevin with a thoroughly professional outlay of relevant information about selected colleges, and a careful review of the meaning of test scores. Much needed beyond these was an exploration in depth with Kevin about his values, goals, and his nature as a person. Placing the focus on his habitual deference to others, his emerging ambivalence toward the dominance of others and of athletics in his life, and establishment of what he really felt and

wanted to do would have contributed substantially to many wise decisions in his life.

Kevin

Kevin seemed to select his own behavior after careful appraisal of what would make others take note of it and be pleased. His rewards came from sources external to himself. Even in his family, he was subtly encouraged to imitate his brothers. He was, to use a phrase, "outer-directed." His behavior was similar to the preadolescent who reacts primarily to his environment, with little awareness of who he is or what he himself would want. The developmental task of knowing and understanding himself, a trying task for the adolescent, was easily neglected in favor of the rewards of attention and approval obtained by pleasing others. Asserting himself, attempting his own goals with the resulting risk of failure, were never encouraged or required by the people around him. Always with him, even as a barber, were the doubts about self. Kevin had good reason to be tense and dissatisfied. Others' opinions are a tenuous basis for validating one's own worth.

Kevin's selection of a wife might even have been influenced by this self-doubt. A strong, self-assertive, and confident spouse would make up for the lack of these qualities in Kevin.

Not having experienced failure where he had truly invested of himself, Kevin was unprepared for what happened in college. His old patterns of pleasing the coaches and using his "social IQ" to please teachers no longer got him the minimally necessary grades. Academic failure required changes in behavior that Kevin was totally unable to produce in the limited time available to him. His only hope was to have an authority figure direct him through the appropriate behaviors, an unlikely situation on any college campus, *in loco parentis* notwithstanding. It is not surprising that he felt as though no one really cared what happened to him in college, a striking contrast to his high school experience.

On the job he was still unhappy. He wanted an intellectually stimulating environment and wished to be looked upon as having worthwhile ideas. He still was working on "what I want to do with my life." The decision to be a barber was made as suddenly and as unexpectedly as the choice of the University of Indigan.

The movement toward elementary school teaching was the first evidence that Kevin was making choices from an internal frame of reference. He was then able to gain a feeling of self-respect and worth because he was accomplishing goals that he himself had set, goals that had value and prestige for him.

Paradoxically, one could defensibly say that the college decision Kevin made and the subsequent events in his life were the "best" for him. He may not have succeeded regardless of which college he selected.

Conclusion

Southville Township High School rewarded Kevin for accurately reading social weather vanes and for competing on the athletic field, without challenging him to test himself academically or as a self-directing person.

The University of Indigan shared this interest in Kevin's athletic talent and backed that interest with money. Again, the immediate rewards and demands were for athletic prowess.

Miss Kitchin, the counselor, gave Kevin the attention he valued and provided him with useful information about colleges, but she largely failed to aid him toward better self-understanding and responsible maturity. Kevin himself found it easier to defer to the wishes of others because doing so usually resulted in the rewards he cherished. False career starts, failures, and personal trials are a reasonable expectation under such circumstances.

A commentary on *The Many Faces of Kevin Michael Pullen*

by Alfred Stiller

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The case of Kevin Pullen presents almost as many faces as Kevin himself. It provides a glimpse of how the school system looks at its students and how a counselor, athletic coaches, and a large university look at one boy. Kevin is seen as he goes through Southville Township High School and afterward as he tries various educational institutions and jobs. There is evidence of the direct and indirect influences his wife has on Kevin, and finally Kevin is seen as he starts to see himself.

My commentary focuses on Kevin in high school with particular reference to the guidance responsibilities of his school and his counselor. I shall examine the types and amount of information reported and the picture of Kevin presented by this information. I will study the inferences that were drawn as well as the guidance and counseling service provided. Obviously, my commentary represents a personal viewpoint, and my critical comments necessarily reflect my own biases.

Descriptive information available

Test scores. Kevin's scores on several standardized tests are given. The first test was administered in grade 1. There follows a significant gap through grades 2–8, when in Southville there seems to be no need to measure aptitude or achievement. However, in grades 9–12 the pace of testing accelerates: five tests of scholastic aptitude and three of achievement were administered to Kevin.

Questions: Did the first-grade inventory give such a valid measure of intelligence that there was no reason to check it for eight years? If so, why was it then necessary to administer five essentially similar tests in the next four years? Did any of the five aptitude measures provide information different from the others? It would seem that the College Board tests and the California Test of Mental Maturity offer their information in essentially the same fashion, as did the Science Research Associates Primary Mental Abilities Test and the Differential Aptitude Test. Were both sets of tests needed? What information was provided by the achievement test scores that was utilized by Kevin or by the school? Was it worth Kevin's time to take these tests?

Miss Kitchin did draw inferences from the aptitude test results regarding five fields of work.

Questions: What level of "possibilities" was shown by the aptitude tests—technical? professional? On what specific evidence were the inferences drawn? Did Miss Kitchin's actions limit Kevin to consideration of these five fields only? There is no evidence that Kevin was encouraged in any way to explore other possibilities.

Kevin did take the Kuder Preference Record test in the fall of his senior year.

Questions: Why wait until the senior year to administer an interest inventory? Why weren't interest scores related to aptitude and achievement test scores? Specifically, why is there no mention of the low computational score on the Kuder test as contrasted with relatively high mathematics scores on the aptitude and achievement tests, as well as Kevin's expressed interest and his grades in mathematics? Should Miss Kitchin have indicated that although a person may be drawn to a field of work on the basis of his expressed interests, the level attainable in that field will be decided by ability and strength of drive?

Grades. There is little information about Kevin's elementary school marks. Except for grade 5, there is no evaluation or analysis of any type.

Question: Does the school system believe that Kevin's activities in elementary school are irrelevant to an understanding of him in high school?

Kevin received one final grade of A, one of C, and 18 of B in academic subjects. He seemed to be a remarkably consistent scholar, achieving these results regardless of effort.

Question: To what extent did these grades represent a "halo effect"?

Who was Kevin Pullen? Kevin Pullen was a handsome lad with high-average scholastic ability, a pleasing personality, and great athletic ability who lived in the "here and now." These attributes were helping him in high school, and there was no reason for him to suppose that they would fail him in the future.

There is no evidence that Kevin had ever been taught about the decision-making process with consideration of alternatives. There is no evidence that Kevin had ever explored any of his interests or had "tried out" any of the roles available to him. There is no evidence that Kevin possessed any depth of understanding about himself.

Thus, a lad of 17 or 18 is asked to make a choice when he knows little about how to choose and has little accurate information about himself or about the choices. Then there is wonder that he makes an inappropriate choice.

Guidance and counseling services. The counseling service of a school reflects the school's philosophy toward man and its understanding of the needs of its students. Therefore, the school and its counseling service are discussed here at the same time.

Miss Kitchin taught mathematics. Her work load and the amount of time she could devote to any one student must therefore be questioned.

Kevin requested an appointment with Miss Kitchin to discuss making application for college in the fall of his senior year. Why was there no preliminary investigative work?

Kevin was considered to be "a little weak academically" in mathematics, and "English is not his strongest subject." This boy received as final grades in mathematics one A, one B+, two Bs, and two B−s. In English, he received one B+, two Bs, and one B−.

Questions: What does a B grade represent at this school? Did the grades show Kevin's achievement, or did they reflect

his personality and family background? Does the school understand the consequences when it helps to reinforce a student's inaccurate picture of himself?

Kevin's attitude toward his grades was considered to be mature because he did not question low grades. This attitude shows maturity only if it implies an understanding of the reasons for the low grades. Otherwise, the implication is that Kevin is passive, and passiveness should not be considered a mature trait.

Socioeconomic status. Kevin's family belongs to the middle-class residential community that existed in Southville before World War II. They occupy a "modest, well-kept bungalow in the old established section of Southville." The father held a "supervisory" job at the plant. Two of the three older brothers had graduated from college, and college attendance was expected of Kevin.

Questions: On what basis did Kevin consider himself lower class? What significance, if any, did Kevin's work experiences have?

Colleges and universities. The case study includes some descriptive information about the colleges and universities in which Kevin Pullen was interested.

Questions: Is adequate information available about the "press" of any particular college? Would Kevin have made a different choice if the available information and possibilities had been discussed before he had narrowed his choice to the University of Indigan and Grayson University? Would Kevin have made a different choice had other information been available—for example, expectancy tables showing chances of success for the graduates of Southville Township High School at the different institutions?

The picture of Kevin Michael Pullen

From the data available while he was a student at Southville Township High School. To the members of the high school faculty, Kevin was a tall, handsome athlete with an excellent personality. He was courteous, self-confident, self-sufficient, and an above-average student. He was expected, and himself expected, to go to college, but he needed financial aid.

Questions: Is this picture complete? Do teachers and counselors possess an adequate picture of the "real" person? To what extent did Kevin know himself?

From the interview sessions in June 1966 at ETS. Kevin presented a calm, competent exterior, but on the inside he had many doubts. In part, these doubts were caused by his perception of what "significant others" expected and by his lack of self-understanding. As long as he seemed to succeed, he was able to control his self-doubts. Once he experienced failure, he sought security, first from religion, then from employment, and finally from marriage. His marriage (and his wife's manipulations) enabled Kevin to attempt to overcome failure a third time.

Kevin had created a stereotype of the working world that placed greatest prestige upon working with the mind rather than with the hands. At the top of the hierarchy was employment that demanded a college education, next came the white-collar semiprofessional job, and last, manual labor.

Questions: Is this picture complete? Why didn't the school see this side of Kevin Pullen? Why didn't the school encourage Kevin to "try out" this picture in any way?

Kevin applied to eight schools. If adequate discussion and exploration had taken place earlier, he could probably have reduced the number of applications. A more basic question might be asked about the part Miss Kitchin played in the consideration of colleges and in the decision-making process *before* he had narrowed his choice to two colleges.

Miss Kitchin ruminates about how little understanding students possess concerning the difficulty of transition from high school to college. There is no evidence that the school has done anything to ease this transition. The problems of transition exist, and adjustments are needed on at least two levels—the academic level and the sociopersonal level. Spending a day on a campus in classrooms might have been helpful. Had Kevin been brought face-to-face with just one reality that lay three months ahead—a lecture session of 100 students—his academic adjustment might have been easier. Or, he might have known beyond any doubt that he would be unable to handle it. The problems on both levels might be eased if high school graduates who are now college freshmen were asked to talk, on tape or in person, about their experiences.

The guidance role of the school regarding college choice seemed limited to the actual moment of decision. No attention was given to the process of helping Kevin to secure adequate information, to learn about himself or how to make decisions. I believe that the school was blind to the extremely important guidance function—perhaps the most basic of all—of helping an individual undergo experiences necessary to his development and assisting him to utilize those experiences.

It seems as if Southville Township High School is not operating on any understood philosophy of human development but uses "tunnel vision" to see the student only as a recipient of knowledge. Because they do not see the student as an ever-changing organism, one that can improve itself with help, they process the student through the school in the same way a piece of metal goes through an industrial plant. The raw material is received, something is done to it, but the basic material is unchanged, and the finished product is shipped out. Southville Township High School is a student-processing plant in which the counselor is in charge of receiving and shipping.

Hour by hour, minute by minute, we create ourselves.
This is our significant labor.
This is our one chance for a masterpiece.
And how we labor at it!
With what strength!
With what persistence!
With what clumsiness!
With what downright malice!

authorship unknown